



bulletin of undergraduate studies

LOWELL STATE COLLEGE

1970 - 1972





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#### A MESSAGE FROM THE PRESIDENT

The Roman poet, Lucretius, has pictured the transmission of culture in terms of youthful runners in a stadium who pass flaming torches from hand to hand. "Et quasi cursores vitae lampada tradunt." The last three words of this hexameter form the motto of our College and symbolically sum up our goal--"They pass on the torch of life." May your education at Lowell State College inspire you to commitment to truth and to service to mankind.



# TABLE OF CONTENTS

College Calendar . . . . .	6
Examination Regulations . . . . .	10
Examination Schedule . . . . .	11
General College Information . . . . .	12
Admission Policies . . . . .	19
Financial Information . . . . .	25
Academic Policies . . . . .	37
Student Regulations . . . . .	45
Student Services . . . . .	55
Student Activities . . . . .	59
Programs of the College . . . . .	65
 Courses of Instruction . . . . .	 82
Art . . . . .	85
Behavioral Sciences . . . . .	89
Education . . . . .	93
English . . . . .	125
Foreign Languages . . . . .	135
Health and Physical Education . . . . .	145
History . . . . .	149
Mathematics . . . . .	165
Music . . . . .	169
Nursing . . . . .	187
Philosophy . . . . .	193
Science . . . . .	197
 Board of Trustees . . . . .	 214
Officers of the College . . . . .	215
Faculty of the College . . . . .	216
Index . . . . .	229

## COLLEGE CALENDAR, 1970-1971

### Fall Semester

Sept.	9	Wednesday	Freshman orientation begins
	11	Friday	Freshman orientation ends
	14	Monday	Fall classes begin
	25	Friday	Last day to add a course
Oct.	9	Friday	Last day for students to complete work for uncompleted spring semester courses, 1970
	12	Monday	Columbus Day--no classes
	13	Tuesday	Last day for instructors to file grades for uncompleted spring semester courses, 1970
	24	Saturday	Political recess begins
Nov.	3	Tuesday	Classes resume Pre-registration for spring semester, 1971, begins
	11	Wednesday	Veterans' Day--no classes
	13	Friday	Pre-registration for spring semester, 1971, ends
	26	Thursday	Thanksgiving recess begins
	30	Monday	Classes resume Last day to withdraw from a course with grade of "W"
Dec.	18	Friday	Last day for seniors to file for graduation
	19	Saturday	Winter recess begins
Jan.	4	Monday	Classes resume Registration for spring semester, 1971, begins
	19	Tuesday	Fall classes end Registration for spring semester, 1971, ends
	20	Wednesday	Fall examinations begin
	28	Thursday	Fall examinations end
	29	Friday	Intersession begins



## COLLEGE CALENDAR, 1970-1971

### Spring Semester

Feb.	1	Monday	Spring classes begin
	12	Friday	Last day to add a course
	15	Monday	Washington's Birthday--no classes
	26	Friday	Last day for students to complete work for uncompleted fall semester courses, 1970
Mar.	1	Monday	Last day for instructors to file grades for uncompleted fall semester courses, 1970
	8	Monday	Pre-registration for fall semester, 1971, begins
	19	Friday	Pre-registration for fall semester, 1971, ends
Apr.	2	Friday	Last day to withdraw from a course with grade of "W"
			Last day for sophomores to file programs of study
	3	Saturday	Spring recess begins
	12	Monday	Classes resume
	19	Monday	Patriots' Day--no classes
May	10	Monday	Registration for fall semester, 1971, begins
	21	Friday	Spring classes end Registration for fall semester, 1971, ends
	24	Monday	Spring examinations begin
	31	Monday	Memorial Day--no classes
June	2	Tuesday	Spring examinations end
	6	Sunday	Graduation

## COLLEGE CALENDAR, 1971-1972

### Fall Semester

Sept.	7	Tuesday	Freshman orientation begins
	10	Friday	Freshman orientation ends
	13	Monday	Fall classes begin
	24	Friday	Last day to add a course
Oct.	8	Friday	Last day for students to complete work for un-completed spring semester courses, 1971
	11	Monday	Columbus Day--no classes
	12	Tuesday	Last day for instructors to file grades for un-completed spring semester courses, 1971
	25	Monday	Veterans' Day--no classes
Nov.	1	Monday	Pre-registration for spring semester, 1972, begins
	12	Friday	Pre-registration for spring semester, 1972, ends
	19	Friday	Last day to withdraw from a course with grade of "W"
	25	Thursday	Thanksgiving recess begins
	29	Monday	Classes resume
Dec.	17	Friday	Last day for seniors to file for graduation
	18	Saturday	Winter recess begins
Jan.	3	Monday	Classes resume Registration for spring semester, 1972, begins
	11	Tuesday	Fall classes end Registration for spring semester, 1972, ends
	12	Wednesday	Reading Day--no classes
	13	Thursday	Fall examinations begin
	21	Friday	Fall examinations end
	22	Saturday	Interession begins

## COLLEGE CALENDAR, 1971-1972

### Spring Semester

Jan.	31	Monday	Spring classes begin
Feb.	11	Friday	Last day to add a course
	21	Monday	Washington's Birthday--no classes
	25	Friday	Last day for students to complete work for un-completed fall semester courses, 1971
	28	Monday	Last day for instructors to file grades for un-completed fall semester courses, 1971
Mar.	6	Monday	Pre-registration for fall semester, 1972, begins
	17	Friday	Pre-registration for fall semester, 1972, ends
	25	Saturday	Spring recess begins
Apr.	3	Monday	Classes resume
	14	Friday	Last day to withdraw from a course with grade of "W" Last day for sophomores to file programs of study
	17	Monday	Patriots' Day--no classes
May	8	Monday	Registration for fall semester, 1972, begins
	19	Friday	Registration for fall semester, 1972, ends Spring classes end
	22	Monday	Reading Day--no classes
	23	Tuesday	Spring examinations begin
	29	Monday	Memorial Day--no classes
June	1	Thursday	Spring examinations end
	4	Sunday	Graduation

## EXAMINATION REGULATIONS

All courses of the College (except applied music courses, composition courses, seminars, directed reading courses, and such other courses as may be approved by the Academic Dean) require final examinations. Final examinations are from one and a half to three hours long, according to the expectations of instructors.

Courses not meeting on the regular MWF or TTh sequences will have their examinations scheduled on the basis of the correspondence between their first scheduled class hour and the earliest regular MWF or TTh classes. For example, a WF class at 10:00 will have a final examination at the same time as MWF classes at 10:00; a Thursday course meeting from 2:30 to 4:00 will have a final examination at the same time as TTh classes at 2:30; and a Monday class from 9-11:30 will have a final examination at the same time as MWF classes at 9:00.

10

Multi-section examinations may be given in such courses as BI 101, 102--General Biology and in such other courses as may be approved by the Academic Dean. Instructors may not give multi-section course examinations without first receiving the explicit approval of the Academic Dean.

A student who registers for courses whose examination schedules are in conflict must report this matter to the Academic Dean no later than the deadline established for adding a course so that examination conflicts may be resolved immediately.



# EXAMINATION SCHEDULE--1970-1972

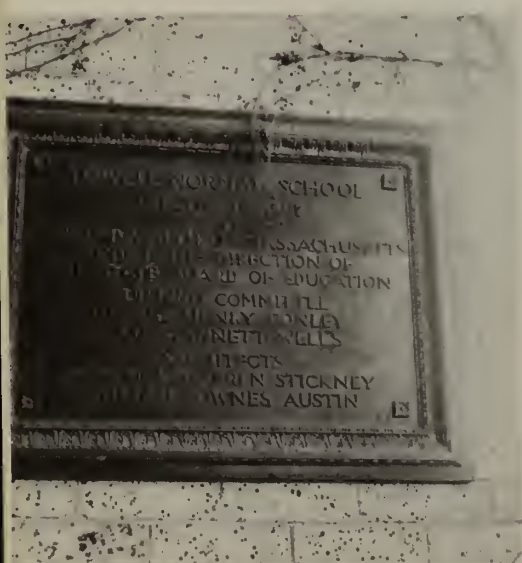
Course Time	Exam Time	Fall 1970	Spring 1971	Fall 1971	Spring 1972
MWF 8:00 TTh 8:30	9:00-12:00 1:30- 4:30	Jan. 20 Wed.	May 24 Mon.	Jan. 13 Thurs.	May 23 Tues.
MWF 9:00 TTh 10:00	1:30- 4:30 9:00-12:00	Jan. 21 Thurs.	May 25 Tues.	Jan. 14 Fri.	May 24 Wed.
MWF 10:00 TTh 11:30	9:00-12:00 1:30- 4:30	Jan. 22 Fri.	May 26 Wed.	Jan. 17 Mon.	May 25 Thurs.
MWF 11:00 TTh 1:00	1:30- 4:30 9:00-12:00	Jan. 25 Mon.	May 27 Thurs.	Jan. 18 Tues.	May 26 Fri.
MWF 12:00 TTh 2:30	9:00-12:00 1:30- 4:30	Jan. 26 Tues.	May 28 Fri.	Jan. 19 Wed.	May 30 Tues.
MWF 1:00 TTh 4:00	1:30- 4:30 9:00-12:00	Jan. 27 Wed.	June 1 Tues.	Jan. 20 Thurs.	May 31 Wed.
MWF 2:00 MWF 4:00	9:00-12:00 1:30- 4:30	Jan. 28 Thurs.	June 2 Wed.	Jan. 21 Fri.	June 1 Thurs.
MWF 3:00 Multi-section Examinations	1:30- 4:30 9:00-12:00	Jan. 23 Sat.	May 29 Sat.	Jan. 15 Sat.	May 27 Sat.

# GENERAL COLLEGE INFORMATION

## HISTORY OF THE COLLEGE

Lowell State College was established by an act of the General Court of the Commonwealth on January 6, 1894. Reflecting the educational philosophy and objectives of that time, the institution so created was named the Massachusetts State Normal School at Lowell and was charged with developing a two-year program in elementary education which would provide "the most thorough knowledge of the branches of learning required to be taught in the schools, the best methods of teaching these branches, and right mental training." The scope of the curriculum was expanded in 1912 when a three-year program in music-education was initiated, and in 1927 the curriculum in elementary-education was similarly extended. One year later, the program in music-education was expanded to four years, and in the following year the first baccalaureate degree, Bachelor of Science in Education, was granted in music-education. In 1932 the institution was made a four-year college and became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education in both elementary and music education.

In September, 1959, the State Teachers College at Lowell was empowered by the Commonwealth to offer curricula in secondary-education, and in that year the first secondary program was initiated in English. In 1960, the General Court of the Commonwealth authorized the College to expand both its function and its programs by granting the Bachelor of Arts and Bachelor of Music-Education degrees, and accordingly it re-named the institution the Massachusetts State College at Lowell. In the following year, the first liberal arts program was offered in English. A second liberal arts program was added in biology in 1962 and a third program, in history, was



added in 1963. By direction of the General Court in 1967, the College initiated graduate programs in elementary-education and music-education leading to the degrees of Master of Education and Master of Music-Education. A fourth Bachelor of Arts program, in French, was added in 1968, as were programs in nursing (leading to the degree of Bachelor of Science) and music (leading to the degree of Bachelor of Music). Master of Arts programs in the teaching of biology, English, French, and history will be offered by the College as soon as new library facilities permit. In 1968, the General Court of the Commonwealth changed the name of the institution to Lowell State College

#### PURPOSE OF THE COLLEGE

Since this institution opened its doors as a normal school on October 4, 1897, it has been charged with the education and preparation of teachers for the schools of the Commonwealth of Massachusetts. Although this charge remains the primary responsibility of the College, Chapter 73 of the General Laws of the Commonwealth (1965) has directed Lowell State College "to provide educational programs, research, extension, and continuing educational services in the liberal, fine and applied arts and sciences, and other related disciplines through the master's degree level." Accordingly, the College recognizes the importance of its role as a multi-purpose institution, and it has sought not only to strengthen the liberal arts offerings of its teacher-preparation programs but also to develop strong non-teaching programs in such areas of the liberal arts as biology, English, French, and history.

13

#### LOCATION OF THE COLLEGE

Lowell State College is located twenty-five miles northwest of Boston and is situated on a thirty-acre campus in the northwestern periphery of the City of Lowell. The College campus, which has a commanding view of the Merrimack River, is easily accessible to Route 3 and to Interstate Routes 93 and 495.

## ACADEMIC STATUS OF THE COLLEGE

Lowell State College is a fully accredited member of the New England Association of Colleges and Secondary Schools and of the National Council for Accreditation of Teacher Education. Accreditation indicates that this College is recognized and approved by the major regional and national associations concerned with the quality of higher education, and it assures that study undertaken here has transfer value to other accredited institutions of higher learning. The College is also a member in good standing with the American Association of Colleges for Teacher Education, the Eastern States Association of Professional Schools for Teacher Education, the American Association of University Women, and the Association of State Colleges and Universities.

## FACILITIES OF THE COLLEGE

14

HUMANITIES: This building consists of a central structure and two wings. The central part contains biology, physics, and chemistry laboratories, music and humanities classrooms, and offices of the Departments of Mathematics and of Biology and Physical Sciences and the Registrar. One wing contains the College gymnasium, offices of the Department of Health and Physical Education, and the Health Service office. The other wing houses the Little Theatre and a theatre-arts workshop.

EDUCATION: This three-storied building is the oldest College structure and contains classrooms, an art studio, the College Bookstore, and offices of the Departments of Art, Behavioral Sciences, Education, History, and Philosophy.





15

## PROPOSED COLLEGE CAMPUS

1. Humanities Building
2. Education Building
3. Administration Building
4. Dining Hall
5. Faculty Center
6. Science Building
7. Concordia Hall
8. Fine Arts Building
9. Library
10. Student Union

ADMINISTRATION: Located in the center of the campus, this building houses the offices of the President, the Academic Dean, the Director of Admissions, the Dean of Women, and the administrative staff. This building also contains classroom facilities, a student lounge, a cafeteria, the library, language laboratories, a music instruction center, a closed-circuit television studio, and the offices of the Graduate School.

DINING HALL: Ground for this building was broken in the spring of 1969. It will contain a student dining hall which will augment the cafeteria facilities located in the Administration Building.

FACULTY CENTER: This building, the former Governor Allen estate, houses offices of the Department of Music.

SCIENCE: The newest instructional facility, for which ground was broken in the spring of 1969, will contain large lecture halls, classrooms, laboratories, seminar rooms, a botanical greenhouse, and future offices of the Departments of Nursing and of Physical and Biological Sciences.

CONCORDIA HALL: Housing for 180 women students is provided in this high-rise structure which contains 90 single and 45 double rooms. Also located in this building are the offices of the Department of Nursing.

FINE ARTS: Housing for the Departments of Art and Music will be provided in this structure, presently under design. Art and music classrooms, studios, and an auditorium will be some of the basic facilities of this building.

LIBRARY BUILDING: This structure, for which funds were voted by the General Court in the spring of 1969, will contain ample library facilities to support the anticipated expansion of the College. In addition to the usual areas for books and for study, the building will contain a bindery, rooms for special collections, two large lecture halls, typing rooms for students and faculty members, and rooms for multi-sensory media.



## LIBRARY AND STUDENT UNION

**STUDENT UNION BUILDING:** Also approved for construction by the General Court in 1969, this building complex will contain a student lounge and recreation area, adequate offices and meeting rooms for students and alumni, a post-office, and the College Bookstore.







# UNDERGRADUATE ADMISSION POLICIES

## APPLICATION PROCEDURES

Candidates for admission to the College should (1) complete prior to February 1 the appropriate application forms provided by the Office of Admissions, (2) request high school principals or guidance directors to forward to the Director of Admissions personal character ratings and transcripts of secondary school grades--including grade reports for at least the first quarter of the senior year, and (3) arrange to take the College Entrance Examination Board Scholastic Aptitude Test and appropriate Achievement Tests. Detailed information concerning the College Entrance Examination Board tests and the dates throughout the year on which they will be given may be secured from the Director of Admissions, high school principals or guidance directors, or the Educational Testing Service, Princeton, New Jersey. Information concerning the requirements of Lowell State College for the College Entrance Examination Board Achievement Tests is provided in the following section. Following receipt of application forms, transcripts of high school records, and scores on the Scholastic Aptitude and Achievement Tests, the Director of Admissions will arrange appointments for personal interviews of applicants by appropriate faculty members.

No quotas are used in admissions processes and every applicant is judged on the basis of his individual promise as a student and as a person. Recognition is given to honors courses in evaluating grades, but the Admissions Office is equally interested in subjective evaluations and thus solicits careful reports from counselors, teachers, and staff officers who are personally acquainted with applicants. Through the faculty interviews and school reports, the Admissions Office seeks information on the whole range of interests and accomplishments of applicants. Whether these be artistic, athletic, dramatic, literary, musical, scientific, or a variety of other talents, the Admissions Office seeks promising students whose presence on the campus will be mutually enriching. Strength of character, perseverance, and

maturity are highly desired, especially as they give indications of the leadership potential so vital to those professions for which Lowell State College prepares.

Lowell State College makes a special attempt to attract students from disadvantaged backgrounds through cooperation with the United States Government supported Center for Opportunity for Progress in Education (COPE).

## SECONDARY SCHOOL PREPARATION

All high school graduates seeking admission to Lowell State College must present a minimum of sixteen Carnegie units of course work. The College desires applicants to present course work which has been undertaken within college preparatory curricula, but it considers the quality of the applicant's record to be more important than the completion of prescribed preparatory programs. Eight units of secondary school work must be distributed as follows:

English	4 units
United States History	1 unit
Laboratory Science	1 unit
College Mathematics	2 units

Applicants who wish to matriculate for the Bachelor of Arts degree should also present two Carnegie units of course work in a single classical or modern foreign language which is suitable to those undergraduate studies offered by the College. Students who wish to major in biology, medical technology, and nursing are advised to present biology and chemistry as part of their secondary school course work. Students intending to major in French are advised to present four units of high school course work in French.

## REQUIRED ADMISSION EXAMINATIONS

All applicants for admission to the College are required to take the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board. The Achievement Tests should be taken in English Composition and in two other fields appropriate to the student's intended course of study. For example, an appropriate test sequence for medical technology, biology, and nursing majors would be biology and mathematics or chemistry. The College encourages students to take the Achievement Tests in December or January of their senior year in such continuing subjects as English, foreign languages, and mathematics and in May or July of their junior year in those subjects completed at this time.

Students who wish to apply for music programs offered by the College are required to take the English Composition Achievement Test and one other Achievement Test of their choice. They must also achieve satisfactory scores on written tests of musical aptitude and basic music theory which are administered by the Music Department and they must demonstrate their vocal or instrumental ability. Music aptitude and performance tests are given by the Music Department on four different occasions during the college year. Applicants will not be invited to take the special music tests at the College until all their credentials have been approved by the Director of Admissions.

21

## TRANSFER AND ADVANCED PLACEMENT POLICIES

Students requesting transfer to Lowell State College from community colleges and from other accredited four-year, degree-granting institutions are admitted only if vacancies in degree programs of Lowell State College exist. Although preference for admission is based upon the record of each individual transfer applicant as of July 1 of the transfer year, the final deadline for transfer application is March 1. All existing transfer credits must be presented to the College at the time of application for transfer, and under no circumstances will the College consider course work undertaken by the student prior to admission which is presented after his transfer to the College.

A transfer applicant must meet the general admission standards of Lowell State College and the retention standards of the program to which he seeks admission. The College will accept credits of "C" or better which are earned in comparable courses offered by other accredited degree-granting institutions, such comparability being determined by the relevant departments of the College. Baccalaureate degree requirements for all transfer students are determined solely by Lowell State College. Transfer students are not admitted with "conditions." Course work completed at institutions which are not accredited by the major regional accrediting associations is not acceptable for transfer to Lowell State College. Nor is course work of a part-time non-matriculated nature, course work completed through extension or adult-enrichment programs, course work completed within an accredited institution's associate degree programs which is unacceptable to the institution for its own baccalaureate programs, course work taken in post-secondary school diploma programs, or course work which has been taken more than seven years prior to the date when a student applies for transfer. Such competencies as a student may have achieved through course work which is unacceptable for regular transfer, however, may be recognized by the College through advanced placement procedures.

Advanced placement, college credit, and reduction of distributions of the Uniform College Requirements are granted upon the recommendations of the several collegiate departments to entering students who have demonstrated college level proficiency through established procedures. The Advanced Placement Tests and the Achievement Tests of the College Entrance Examination Board, the examinations of the College Proficiency Examination Program and the College-Level Examination Program, music proficiency tests administered at Lowell by the Department of Music, and school records are the principal criteria used by the collegiate departments in making such recommendations to the Academic Dean. Advanced placement, college credit, and reduction of distributions of the Uniform College Requirements generally will be given for scores of "5," "4," and "3" on the College Entrance Examination Board Advanced Placement Tests. Credit will not be given for scores of "2" or "1."



Registered nurses who are graduates of diploma or associate degree nursing programs and other students who are interested in applying for advanced standing may take one or more of the College-Level Examination Program examinations administered by the Educational Testing Service, Princeton, New Jersey. Graduates of diploma or associate degree nursing programs may receive credit for sophomore and junior level nursing courses upon successful completion of the following College Proficiency Examination Program tests at the baccalaureate level: fundamentals of nursing, medical-surgical nursing, maternal-child nursing, and psychiatric nursing.

The case of each applicant for advanced placement, college credit, and reduction of distributions of the Uniform College Requirements will be considered individually on its own merits. The several collegiate departments reserve the right to administer further departmental examinations before granting college credit and advanced standing to an entering student. A total of 60 semester hours is the maximum credit which may be granted through transfer and/or advanced placement procedures to any student, and all students entering the College through such procedures must fulfill a minimum residency requirement of two years of full-time study (not less than 60 semester hours) and must be in residence for both semesters of their senior year. A student who is admitted to junior-class standing through advanced placement and/or transfer policies must maintain a 2.0 cumulative average during each of his junior and senior years and must attain at least a 2.2 average in his major studies by the end of his senior year.





# UNDERGRADUATE FINANCIAL INFORMATION

## COLLEGE EXPENSES\*

### For Entering Students Only

Application Fee (to accompany application)	\$10.00
Acceptance Fee (to be paid within two weeks of notification of acceptance)	20.00

### For All Students of the College

Tuition (residents of Massachusetts)	\$200.00
Tuition (non-residents of Massachusetts)	600.00
Athletic Fee	15.00
Library Fee	10.00
Student Activities Fee	35.00
Books (estimate)	150.00
Dormitory Housing (women students only)	370.00
Approved Housing (men and women students)	400.00-500.00

25

There are additional expenses for which the student should plan in estimating his total expenses for each year. These include the cost of a regulation uniform for physical education at approximately \$20.00 (purchased in the freshman year), a laboratory breakage fee (\$15.00 in the freshman year and \$15.00 per year for biology and nursing majors), a late registration fee (\$5.00 per semester when applicable), a music fee (\$5.00 per year for music majors), and a dormitory breakage deposit (\$25.00 when accepting room assignments). Other student fees include class dues and social activities fees. Students who commute to the College should also include an estimate of expenses for noon meals and for daily transportation.

\*All expenses are effective for September, 1970, and are subject to change without notice.



The College cafeteria offers the following options for student meals:

	Per Semester
1. 3 meals per day, 7 days a week	\$246.50
2. 3 meals per day, 5 days a week (Monday through Friday)	210.80
3. Choice of 2 meals, Monday through Friday	186.15

#### PAYMENT OF FEES

Students will be permitted to attend classes and to use College facilities only after they have cleared their financial obligations or have made satisfactory arrangements for payment. All fees are payable in advance, on or before the day of registration for each semester. The tuition fee is payable in two installments. Residents of the Commonwealth registered for full-time study must pay \$100.00 at the beginning of each semester. Non-resident students must pay \$300.00 per semester. Students studying on less than a full-time basis pay in accordance with the above schedules.

The student activities fee of \$35.00 and the athletic fee of \$15.00 are payable in full in September on the day of registration. Dormitory fees are paid in three installments, a \$25.00 deposit paid immediately upon notification of room assignment, \$185.00 on the day of registration in September, and \$185.00 on the day of registration for the second semester. The meal charge is paid semi-annually on the day of registration for each semester. Other required fees of the College are paid in two equal installments on the day of registration for each semester. No student will be permitted to register for classes until he has discharged his indebtedness to the College, including payment of all library fines and liabilities.

Checks or money orders for payment of application fees, acceptance fees, student activities fees, tuition, and College fees must be made payable to Lowell State College. Checks for the residence meal fee must be made payable to the appropriate food service corporation.



## TUITION REFUND SCHEDULE

After the 1st week but before the 2nd week	100% refund
After the 2nd week but before the 3rd week	80% refund
After the 3rd week but before the 4th week	60% refund
After the beginning of the 4th week	no refund
All fees of the College are non-refundable	

## FINANCIAL AID

### Scholarship Programs

Every student at a Massachusetts state college is a scholarship student since the cost to the Commonwealth for a student's education is considerably more than the tuition and fees which are charged. Although Lowell State College provides only one scholarship as such, some students can qualify for local and state scholarships. The City of Lowell supports sixty scholarships to the College, forty of which are reserved for students of nursing. These scholarships, for Lowell residents only, provide payment of tuition costs during the entire undergraduate period, provided that the recipient maintains a satisfactory scholastic record. Commonwealth Scholarships are administered by the Board of Higher Education and are available to residents of Massachusetts on the basis of academic promise and demonstrated financial need. Applications for these scholarship programs should be secured from appropriate high school guidance offices early in the applicant's senior year. The William R. Fisher Memorial Scholarship is awarded annually to an entering freshman music student and is not renewable.

27

### Loan Programs

Loans to students are normally administered through three channels: the College, state guaranteed loan agencies, and private organizations. The College administers such federal programs



as the National Defense Student Loan Program, the Federal Nursing Student Loan Program, the Educational Opportunity Grants Program, and the College Work-Study Program. The College also administers two loan funds established by previous classes: the Student Loan Fund (est. 1899) and the George Anthony Walsh Loan Fund (est. 1953). For all federal loan and work opportunity programs, academic merit and financial need are the two chief criteria considered when applications are reviewed. High school candidates for such programs must file the Parent's Confidential Statement no later than March 1 of their senior year, and preferably at the time of application for admission to the College. The Parent's Confidential Statement form may be obtained from the student's high school guidance office or from Mr. Leonard Andrusaitis, Director of Financial Aid, Lowell State College, Lowell, Massachusetts 01854. The completed Parent's Confidential Statement should be sent directly

to the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

The following listings summarize the basic purposes and eligibility requirements of the major loan programs available to students of the College.

#### Federal Assistance Programs

**NATIONAL DEFENSE STUDENT LOANS:** National Defense Student Loans are made to needy and worthy students from funds provided under the terms of Title II of the National Defense Education Act of 1958 (Public Law 85-864). To be eligible, students must be American citizens or permanent residents of the United States. They must be attending or planning to attend college and carry the normal full-time academic work load as determined by the institution. The general terms are as follows:

1. All students accepted for admission or already enrolled in good standing are eligible to apply.
2. A maximum of \$1000 per year beginning with the freshman year and a maximum of \$5000 may be borrowed.
3. Loans under this program are granted through the College.
4. Financial need must be considered and loans may not be granted in excess of need. Moderate income families may participate in this program.
5. Repayment must begin one year after the completion of formal education unless military service, VISTA, or Peace Corps duty intervenes and must be completed within ten years.
6. Simple interest at the rate of 3% commences one year after the completion of formal education. No interest is charged while the student is in college.
7. For students who later go into elementary, secondary, or college teaching, one-half of all they have borrowed may be cancelled. This cancellation takes place at the rate of 10% of the total loan per year of teaching for a maximum period of five years. Entire loan may be cancelled 15% per year for Special Education or if teaching in specific low-income areas.

29

NURSING STUDENT LOAN PROGRAM: The Nursing Student Loan Program assists students who need financial assistance to pursue a course of study in nursing. The goal is to increase the opportunities for youth seeking careers in nursing by providing long-term, low-interest loans. The general terms of this loan program are as follows:

1. A maximum of \$1500 per year may be borrowed. The aggregate amount a student may receive for all years is \$6000.
2. Loans under this program are granted through the College.
3. Repayment must begin one year after the completion of formal education unless military service, VISTA, or Peace Corps duty intervenes and must be completed within ten years.
4. Simple interest at the rate of 3% commences one year after the completion of formal education. No interest is charged while the student is in college.
5. The entire loan may be cancelled 15% per year when the borrower is employed full time as a professional nurse in a public or non-profit hospital in any area determined to have a substantial shortage of nurses at such hospital.

Student Obligations Under Federal Loan Programs: When a student is about to graduate or is leaving Lowell State College for any reason, he should arrange with the Office of Financial Aid for a schedule of repayment of obligations incurred under either of the two preceding federal programs. At the same time, he should ascertain what supporting evidence he must supply each year if he teaches, attends graduate school, or enters the Peace Corps, VISTA, or military service. The borrower is responsible for keeping the Office of Financial Aid informed of any changes in his permanent address.

EDUCATIONAL OPPORTUNITY GRANTS PROGRAM: In conjunction with other forms of financial aid, the Educational Opportunity Grants Program provides assistance to students of exceptional financial need with the view of making possible a college education without an attendant indebtedness which would seriously impair future careers. The general terms of the program are as follows:



1. Applicants for this program must be citizens of the United States or must reside in the United States for other than a temporary purpose and with the intention of becoming citizens.
2. Applicants must be accepted for enrollment as full-time students or they must be students in good standing and in full-time attendance in undergraduate institutions.
3. Applicants must show evidence of creative promise and must be capable of maintaining satisfactory collegiate standing.
4. Applicants must evidence exceptional financial need. Such need is determined by the College on the basis of an applicant's family income, family assets, and family size.
5. Applicants must anticipate receiving other financial aid for at least the amount for which they have applied under the Opportunity Grants Program.

31

COLLEGE WORK-STUDY PROGRAM: The College Work-Study Program is a federally funded program which is designed to provide financial assistance to academically qualified students from low-income families. It is possible for a student to finance his entire college education through a combination of loan programs, the Work-Study Program, and summer employment. Under ordinary circumstances, a student may plan his work program to accommodate his college class commitments. Students may work up to 15 hours weekly while attending classes full time, and during the summer or other vacation periods they may work for as many as 40 hours a week.

To qualify for this program during the freshman year, high school applicants must have been accepted for enrollment as full-time students. Other students must be in good standing in their respective classes. A student's general eligibility depends upon his need for employment to defray college expenses, and preference is given to applicants from low-income families.

Special Federal Law Relating to Eligibility for Student Assistance (P.L. 90-575--The Higher Education Amendments of 1968, Sec. 504)

If an institution of higher education determines, after affording notice and opportunity for hearing to an individual attending or employed by such institution that such individual has been convicted by any court of record of any crime which involved the use of (or assistance to others in the use of) force, disruption, or the seizure of property under control of any institution of higher education to prevent officials or students in such institutions from engaging in their duties or pursuing their studies, and that such crime was of a serious nature and contributed to a substantial disruption of the administration of the institution with respect to which such crime was committed, then the institution which such individual attends or is employed by shall deny for a period of two years any further payment to, or for the direct benefit of such individual under any of the following programs:

1. The student loan program under title II of the National Defense Education Act of 1958,
2. The educational opportunity grant program under part A of title IV of the Higher Education Act of 1965,
3. The student loan insurance program under part B of title IV of the Higher Education Act of 1965,
4. The college work-study program under part C of title IV of the Higher Education Act of 1965, and
5. Any fellowship program carried on under title II, III, or V of the Higher Education Act of 1965 or title IV or VI of the National Defense Education Act of 1958.

If an institution denies an individual assistance under the authority of P.L. 90-575, Sec. 504, then any institution which such individual subsequently attends shall deny for the remainder of the two-year period any further payment to or for the direct benefit of such individual under any of the programs specified.

If an institution of higher education determines, after affording notice and opportunity for hearing to an individual attending or employed by such institution that such individual has willfully refused to obey a lawful regulation or order of such institution, and that such refusal was of a serious nature and contributed to a substantial disruption of the administration of such institution, then such institution shall deny for a period of two years any further payment to or for the direct benefit of such individual under any of the programs specified.

Nothing in this Act or any Act amended by this Act shall be construed to prohibit any institution of higher education from refusing to award, continue, or extend any financial assistance under any such Act to any individual because of any misconduct which in its judgment bears adversely on his fitness for such assistance. Nothing in this section shall be construed as limiting or prejudicing the rights and prerogatives of any institution of higher education to institute and carry out an independent, disciplinary proceeding pursuant to existing authority, practice, and law. Nothing in this section shall be construed to limit the freedom of any student to verbal expression of individual views or opinions.

33

#### State Guaranteed Loan Programs

Another type of loan available to students of the Commonwealth is the Massachusetts Higher Education Loan Plan. The determination of financial need for this loan program is less rigorous than for loans administered by commercial banks and loan agencies. A student who is a permanent resident of Massachusetts may borrow up to \$1000 a year for undergraduate study. There is no interest charge on such loans while the student is in college, provided parental adjusted income is under \$15,000. Upon leaving college, a student is charged a fee of 3% per year on the unpaid loan balance. Monthly repayment of the loan begins within one year after graduation. Loan applications are available at commercial and mutual savings banks, federal savings and loan associations, credit unions, and coopera-

tive banks in the town of the student's residence. Specific inquiries regarding this program should be addressed to:

The Massachusetts Higher Education Assistance Corporation  
511 Statler Building  
Boston, Massachusetts 02116

Students who are residents of New Hampshire should solicit information from their local banks for similar programs.

#### Private Organization Loan Programs

Such private organizations as church groups, credit unions, labor unions, veterans organizations, and service and trust corporations also administer student loan programs for qualified students. Further information on loans from private organizations is generally available through the high school guidance office.

34

Commercial loans to parents of students are of two types: commercial bank loans, and those from lending institutions specializing in college loans. Generally, commercial loan plans provide payments either to the college or to parents and guardians of the student, with repayment in equal monthly installments. The length of repayment may vary from one semester through six years. A particularly attractive aspect of many commercial loan plans is the life insurance feature, which assures the uninterrupted availability of funds for the student to complete his planned education in the event of the disability or death of a parent or guardian. Local banks can provide information concerning such programs.

While commercial banks normally restrict their lending activities to students who reside in their localities, some lending agencies specializing in college loans are nation-wide. Although the College does not endorse any particular agency, three prominent New England firms are listed for the convenience of interested students: (1) Educational Funds, Inc., 10 Dorrance Street, Providence, Rhode Island; (2) Funds for Education, 319 Lincoln Street, Manchester, New Hampshire; (3) Richard Knight Agency, 6 St. James Avenue, Boston, Massachusetts.



## VETERANS INFORMATION

The Veterans Administration has approved Lowell State College for undergraduate study. Massachusetts veterans of the Vietnam Conflict who are honorably discharged will be admitted to courses free of charge by paying the Acceptance Fee of \$20.00 and the Student Activities Fee of \$35.00. Veterans who are registered for twelve semester hours of study are paid for full-time training; nine semester hours, three-quarter time training; six semester hours, half-time training.

A student eligible for veterans' training must take his honorable discharge to the Veterans Administration (Kennedy Memorial Building, Government Center, Boston, Massachusetts), where he will receive a certificate of eligibility to be presented to Lowell State College. Upon receipt of this certificate, the College will notify the Veterans Administration to initiate monthly payments to the student.

Veterans entering the College in September should be prepared to finance themselves through November, when first checks for benefits are normally issued. Benefit payments are made to veterans on a monthly basis after November.

35





# UNDERGRADUATE ACADEMIC POLICIES

## GRADING SYSTEM AND ACADEMIC STANDING

The College is organized on the semester basis and credits earned for successful completion of a course are expressed in semester hours. One semester hour means approximately one hour of class work and two hours of preparation per week.

The quality of the student's work in a course is officially recorded by a letter grade of "A," "B+," "B," "C+," "C," "D," "P," "F," "W," "WP," and "WF." A grade of "A" indicates that the quality of the work done by the student is superior. "B+" and "B" indicate work which has distinction. "C+" and "C" indicate work which is satisfactory. "D" indicates work which meets the minimum requirements for passing a course. "P" indicates passing work. "F" means failure for a course. "WP" designates a course withdrawal with a passing record. "WF" indicates a withdrawal from a course with a failing record.

A grade of "I" (incomplete) signifies that required course work has not been completed and is recorded at the request of an instructor for extenuating circumstances. An instructor who files a grade of "I" with the Registrar must also file the standard "Incomplete Course Form" with the Academic Dean for each incomplete course grade which he assigns. A final grade to eradicate the incomplete status must be filed with both the Registrar and the Academic Dean no later than one month after the date on which the succeeding semester begins or a grade of "F" automatically will be recorded for the course. Responsibility for removal of the incomplete status rests entirely with the student, who must arrange with the instructor for completion of the course work.

Academic standing and eligibility for a degree are determined by the quality of the student's course work. To ascertain the student's



academic standing, the College uses a point system, each letter grade having an equivalent numerical value. A grade of "A" has a point value of 4.0, a grade of "B+" of 3.5, a grade of "B" of 3.0, a grade of "C+" of 2.5, a grade of "C" of 2.0, a grade of "D" of 1.0, and grades of "F" and "WF" of 0. The grade-point average is an index of the overall quality of a student's academic achievement, and to maintain a satisfactory academic standing each student must achieve the following averages: 1.50 for all course work taken during the freshman year; 1.75 for all course work taken during the freshman and sophomore years; 2.00 for all course work taken during the freshman, sophomore, and junior years; 2.00 for all course work taken during the freshman, sophomore, junior, and senior years; and 2.20 by the end of the senior year for all course work in major areas of study. Students who fail to achieve the required cumulative grade-point averages at the end of each academic year are dismissed from the College for inadequate scholarship. A grade of "P" in apprentice teaching courses or in elected "pass-fail" courses is not counted in computing a student's cumulative grade-point average. A grade of "F" or "WF" in apprentice teaching courses is counted in computing a student's cumulative average, but a grade of "F" or "WF" in an elected "pass-fail" course is not counted.

#### FACULTY ADVISORS

All freshmen and transfer students must report to the Registrar to select faculty advisors within the first month of classes. The faculty advisor is responsible for developing with the student his academic schedule during each registration period, formulating a program of study leading to a degree, approving changes in academic programs, and generally providing whatever guidance and assistance a student may require in making appropriate academic decisions. Faculty advisors are selected on the basis of the student's declaration of major academic concentration or specialization. In certain cases, students will be assigned second advisors at the beginning of their junior year when they initiate professional course sequences. In such cases, the responsibility for final approval of a student's program of study shall rest with the second advisor. Students must secure all required forms from the Registrar.



## FILING PROGRAMS OF STUDY

Each student is required to file an official program of studies during the first ten weeks of the spring semester of his sophomore year. Five copies of the program are to be filed with the Academic Dean for final approval before the end of the semester, such approval requiring the endorsement of appropriate department chairmen of major concentrations and specializations or of appropriate directors of teacher-preparation programs. Transfer students with junior class standing must file a program of study during their first semester in residence at the College. Students may make changes in their programs by filing an approved "Change in Program of Study" form with the Academic Dean. Copies of approved programs of study and changes in programs of study are provided for the student, the faculty advisor, the student's departmental chairman or program director, and the Registrar. The original copy is retained by the Academic Dean. It is the responsibility of the student to fulfill all degree requirements and to secure the approval of the various collegiate authorities in filing official programs of study, changes in programs of study, and applications for graduation prior to the established deadlines for filing such documents. Students must secure all required forms from the Registrar.

39

## "PASS-FAIL" COURSES

Students may register for one unrestricted elective course on a "pass-fail" basis during each of the sophomore, junior, and senior years. Course work which is taken to satisfy the requirements for major and minor areas of study and course work which is within the jurisdiction of the Uniform College Requirements may not be elected on a "pass-fail" basis. Once a student has registered for a course on this basis, he may not change his enrollment status. A grade of "F" in a "pass-fail" course indicates that a student has not received credit for the course. A grade of "P" indicates that he has received credit for the course and that he has satisfied the prerequisite conditions of those courses which specify the elected course as a requirement. Although grades of "P" and "F" are recorded on the

student's permanent record card, these course grades are not considered for determining cumulative averages. Apprentice-teaching courses are not within the jurisdiction of this regulation.

#### REPEATED COURSE WORK

When a student receives a failure in a required course, he must repeat and pass it. A required make-up course must be approved by the chairman of the department in which the course was failed and must be taken in an accredited summer session or, when possible, during the regular academic year. Courses in which "F" grades have been received must be repeated and passed before students may take courses for which those failed are prerequisites. An elected course in which a failing grade is earned need not be repeated, but other elected course work must be undertaken when a student's total degree program will fall short of the required credit hours for graduation. Since cumulative grade point averages reflect all courses taken by a student, both the original failing grade and the repeated course grade are counted in computing such averages. A failing grade in a repeated course is not computed.

#### COURSE WITHDRAWAL

A student may drop and/or add a course without penalty within the first two full weeks of the beginning of a semester but may not add a course after the end of the second full week. Students who drop a course during the period from the beginning of the third week to the end of the tenth week of a semester will receive grades of "W." Students withdrawing from courses after the tenth week of a semester receive grades of "WP" or "WF." Any student who fails to notify the Registrar by filing the proper form that he has withdrawn from a course and is carried throughout a semester on the official course list will receive an administrative grade of "F."

## WITHDRAWAL FROM THE COLLEGE

Students desiring to withdraw from the College are required to fulfill all financial commitments to the College, to return all College property, and to have a conference with the Academic Dean. If, for any reason, a conference is not possible, the student must submit a written notification of withdrawal. When withdrawal occurs during the academic year, failure to comply with this regulation will necessitate failure of all courses for which the student is enrolled at the time of his unauthorized withdrawal. The date on which written notification is received by the Academic Dean becomes the official date of withdrawal and the basis for determining eligibility for tuition refund schedules. When a student receives permission to withdraw from the College during the period from the beginning of the second to the end of the tenth week of a semester, his course grades will be recorded as "W." A student who withdraws with permission after the tenth week of a semester receives grades of "WP" and "WF."

41

## MATRICULATION

Matriculation is defined as a course of study appropriate to a student's pursuit of a baccalaureate degree which is not less than 12 hours per semester or which conforms with the recommended course programs of the several degree curricula of the College. The normal course load for a semester's work is 15 hours unless contrary provisions are established by recommended course programs. A student may enroll for 18 hours of course work for as many as three semesters of his four years of undergraduate study. Course loads over 18 semester hours are permitted only for music students, who may add performance courses to a maximum of 18 1/2 semester hours for as many as three semesters. Students who wish to register for 18 hours must receive the permission of the Academic Dean. No student may undertake a course load which exceeds 18 1/2 semester hours.

## SPECIAL STUDENTS

Students who have followed full-time programs and who find it necessary to carry less than 12 hours of course work during any semester, or less than the course loads prescribed by recommended programs, are classified as special students. Such students are advised that the College cannot guarantee specific dates for graduation since scheduling conflicts and established annual periods for course offerings may prohibit arrangement of required course schedules and early removal of course deficiencies.

## STANDARD READMISSION PROCEDURES

Students who withdrew from the College when in satisfactory academic standing and who wish to re-enter must apply through the Office of Admissions. Students who appear ready to resume their programs with profit are generally approved for readmission, subject to space limitations in collegiate programs.

## PROBATIONARY READMISSION PROCEDURES

Students who have been dismissed from the College for inadequate scholarship may apply for readmission as "special students on probation" subject to the following regulations. Each student seeking readmission as a special student on probation must submit to the Committee for Undergraduate Academic Standards a formal letter of petition which evidences strong justification for readmission to the College. If such a petition is granted, an appropriate program of studies for the student will be specified by the Academic Dean in conformity with such recommendations as may be made by the Committee. A minimum grade of "C" or better must be maintained in each course of the required program of studies which is undertaken by a student on probationary status. Failure to achieve this required probationary standard will necessitate permanent academic dismissal. Reinstatement as a matriculating student is granted the semester following the removal of probationary status.



A student who has been granted readmission as a special student on probation may not have the privilege of again petitioning the Committee for Undergraduate Standards. All decisions of the Committee are final.

## COLLEGE HONORS

The College publishes each semester a list of students who have achieved honorable semester records and awards degrees with three levels of distinction at commencement upon those seniors who have exhibited exceptional scholastic abilities throughout their four years of undergraduate study. The Dean's List recognizes students who have achieved semester averages of 3.00 or higher for a minimum of 12 semester hours of work in courses which are evaluated on other than a "pass-fail" basis. Graduation "Summa Cum Laude" recognizes cumulative four year averages of 3.80 or higher, "Magna Cum Laude" a cumulative average of 3.40 to 3.79 inclusive, and "Cum Laude" a cumulative average of 3.00 to 3.39 inclusive. The Gold Key is conferred at commencement to those students who graduate "Summa Cum Laude." The Student Government Association annually awards the Silver Key to as many as four seniors on the basis of outstanding qualities of character, leadership, and loyalty to the College.

43





# UNDERGRADUATE STUDENT REGULATIONS

## STUDENT BEHAVIOR

Although the officers and faculty of Lowell State College fully subscribe to the view that students have the right of self-determination over their private lives and public conduct and accordingly eschew regulating the extra-campus behavior of students, they expect that every student upon enrolling in the College will automatically accept the obligation to comply with College rules and regulations. The expectation is that each student will put forth a genuine effort academically and will disavow such academic offenses as cheating, plagiarism, misuse of equipment, damage to college property, and interference with the rights of administrative officers, faculty members, and other students to use collegiate facilities. A student may be suspended or expelled from the College for academic or disciplinary reasons if those officers of the College or members of faculty committees and judicial boards of the Student Government Association who are responsible for academic status and discipline determine that he is not profiting by his attendance or that such action is in the academic interests of the College. Students receiving financial assistance through federal aid programs should also consult the regulations of Public Law 90-575, Sec. 504, which are printed on p. 32 of this catalogue.

45

## ATTENDANCE REGULATIONS

Regularity in class attendance and performance is necessary for collegiate success, and all students are expected to comply with class commitments. Although the College imposes no general attendance regulations, each instructor at the beginning of a course will announce his attendance requirements. An instructor may require official administrative or medical excuses for unattended classes, and at his discretion he may fail a student who has exceeded the number of unexcused class hours delimited by the course credit.



## REQUIRED IDENTIFICATION CARDS

All students of the College must secure official identification cards within one week of their first attendance at the College. Members of the college community are expected to present their identification cards when attending college functions or when requested to do so by officers and faculty of the College. Students are required to surrender their college identification cards when they sever their official connections with the College.

## PARKING REGULATIONS

All students owning or driving automobiles are required to register their vehicles with the College at the time of registration, or at the time thereafter when vehicles are first driven to the College, and to place parking stickers on the right front window or window vents of their automobiles. Students who do not display parking stickers are subject to municipal court fines and to disciplinary action by judicial boards of the Student Government Association.

Parking is restricted to areas behind the Humanities Building, the student lot at the corner of Wilder and Broadway Streets, and to the student lot adjacent to the Maintenance Facility. Parking on city streets is permitted only on Broadway, Wilder, and Rolfe Streets according to posted regulations. Student parking is not permitted in college driveways or in faculty parking lots.





## LIBRARY SERVICES

The Library is located on the main floor of the Administration Building and contains a reading room with an adjoining reference section, a reserve book area, an open-shelf stack room, and a music archives area. The Library houses a collection of 72,000 volumes, 500 periodicals, 9,000 phonograph records, 10,000 microforms, and limited special collections. The Curriculum Materials Center is also located in the Library. This educational resources center contains textbooks for both the elementary and secondary levels, literature for children and adolescents, a test collection, curriculum guides, and other materials of value to students preparing to teach. Medical reference and periodical collections are augmented by the holdings of affiliated hospital libraries which may be used by nursing and medical technology students and, upon request, by other students of the College.

The services of the Library include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers. The library staff provides library-orientation periods for classes to point out the important bibliographic tools necessary for basic research. Until the Library moves to quarters in a new facility presently under design, student facilities for study and research are limited to 140 spaces at tables and carrels in the Library and 150 spaces in the auxiliary reading room in the Education Building. Accordingly, student observance of library regulations is fundamental to the functioning of existing library facilities.

General Regulations. The following regulations are presently in effect for all students of the College:

New students should apply for a library card at the beginning of the school year. This card must be presented to the circulation librarian whenever a student wishes to take materials from the Library. The library card is valid until graduation, termination of a student's enrollment, or until revoked by the Librarian, and is not transferable. The owner of a library card is responsible for all material charged to his card until such time as he has informed library authorities that his card has been lost or stolen.

Students are not permitted to bring food to library areas or to socialize, talk, or generally engage in activities contrary to that atmosphere which is expected for research and study in a library setting. A student's library privileges, including the right to study in library areas, may be revoked by the Librarian when a student fails to abide by library rules for appropriate conduct. Such revocation of library privileges is entirely within the province of the Librarian.

Students who retain regular circulating materials for three weeks or more beyond their authorized period of circulation, who retain reserve materials for two weeks or more beyond their authorized period of circulation, or who retain books and phonograph records after the beginning of the final examination period without explicit permission from the Librarian shall forfeit their library privileges.

Any student who steals or maliciously defaces library property shall forfeit his library privileges indefinitely and, upon the recommendation of officers of the College or of the judiciary bodies of the Student Government Association, shall be suspended from the College.

Reinstatement of library privileges may be granted only by the Librarian or the Student Library Committee.

Any student who has incurred library fines, lost library materials, or damaged library property must discharge his financial obligations to the Library before the end of the semester in which such obligations have been incurred or he may not register for course work for the following semester. Seniors who have not discharged their financial indebtedness to the Library by the end of May will not be permitted to graduate until such time as they have discharged their indebtedness and their records have been cleared by the Business Office.

Library Fees. Library fees are levied according to the following schedule.

A. Overdue Books and Phonograph Records:

1. Regular Circulating Books and Phonograph Records--10¢ a day per book or record;
2. Reserve Books and PH or PL Phonograph Records--25¢ per 1/2 hour to a maximum of \$2.00 per book or record for the first day, and \$1.00 per book or record for each succeeding day;
3. Recalled Books and Phonograph Records--\$1.00 a day per book or record to a maximum of \$10.00 per book or record.

B. Lost Books and Phonograph Records:

1. Replacement cost of book or phonograph record plus
2. Processing fee of \$5.00.

A student who has lost library materials and fails to notify library authorities of his loss within two weeks of the mailing of an official notification of delinquency must pay accumulated fines at a rate of \$10.00 per book or record plus the replacement and processing fees levied for each lost item.

Circulation Regulations. Books may be borrowed for a period of two weeks and may be renewed for an additional period of one week unless they have been requested by other students or by faculty members. No more than five books may be charged at one time to a student. Copies of reserve books are to be used for a period of two hours, at which time they may be recharged for an additional two hours if other students have not requested them. Reserve books of which the Library has more than one copy may circulate after 3 p.m. and are due at 9 a.m. the following day (excluding Sundays and holidays when the Library is not open).

Periodicals may not be taken from the Library. Students desiring to make extensive use of periodical articles are advised to make copies of the relevant portions of such articles on the self-operated photocopy machine which the Student Government Association has provided for student use.

Students desiring to use periodicals, filmstrips, or microfilms within the Library must secure these materials through the circulation desk. Curriculum materials may be used in the Library but may not circulate without specific authorization from college instructors.

PE phonograph records circulate for a one-week period and are not renewable. PH and PL phonograph records circulate for overnight use only.

#### Library Hours

Mon. through

Thurs. 8 a.m. - 10:30 p.m.

Fri. 8 a.m. - 5:00 p.m.

Sat. 9 a.m. - 5:00 p.m.

Sun. 1 p.m. - 9:00 p.m.

Holidays and

Vacations - as announced





## DORMITORY REGULATIONS FOR CONCORDIA HALL

Residence in Concordia Hall is limited to women students who are residents of Massachusetts and who live more than 30 miles from Lowell. Preference is given to music and nursing applicants in assigning dormitory space. Acceptance of a dormitory assignment carries with it the student's agreement to abide by the following regulations:

### 1. Prohibited Materials

Electrical appliances of every description, firearms and ammunition, inflammable and noxious substances and materials, food, vegetation, and animals or live pets may not be kept within the premises of Concordia Hall without the express permission of dormitory authorities. Alcoholic beverages and other substances, materials, or articles prohibited by the Laws of the Commonwealth of Massachusetts shall not be kept within the dormitory premises at any time.

51

### 2. Absences from the Dormitory

- a. Dormitory residents must register their names in the Dormitory Log when leaving and returning to Concordia Hall.
- b. A dormitory resident desiring extension of the regular curfew regulations to attend events away from Lowell which involve automobile travel must have parental permission in advance. Such permission shall be designated by filing a letter from the student's parents or guardians with the Dean of Women.
- c. A dormitory resident who has parental permission to return home every weekend of the college year must file the proper permission form (signed by the student's parent or guardian) with the Dean of Women.

- d. A dormitory resident who does not have permanent permission to be absent from the college campus on weekends and wishes weekend privileges (even to go home) must secure a weekend absence form from the Dean of Women, and must have parents or guardians return the form by mail to the Dean of Women not later than the Thursday preceding the desired weekend absence.

### 3. Daily Curfew Regulations

a. Students not having Unlimited Curfew Privileges

	Sun. - Thurs.	Fri., Sat., and the night before a legal holiday
Freshmen	11:00 p.m.	1:00 a.m.
Sophomores	12:00 a.m.	2:00 a.m.
Juniors	12:00 a.m.	2:00 a.m.
Seniors	12:00 a.m.	2:00 a.m.

b. Students having Unlimited Curfew Privileges

- (1) Dormitory residents having unlimited curfew privileges must give an approximate time of return when signing the Dormitory Log and must call dormitory authorities every 24 hours when they have not returned home.
- (2) Dormitory students having unlimited curfew privileges may not return to Concordia Hall after 2:00 a.m. when doors are locked.

### 4. Guest Privileges

- a. The lobby and lounge area are open to guests of dormitory residents from 9:00 a.m. to 12:00 midnight on Sunday through Thursday nights, and until 1:30 a.m. on Friday, Saturday, and the night before a legal holiday.

- b. There are no restrictions on the number of guests (male or female) signed into the dormitory by any one resident. Dormitory residents are responsible for their guests at all times.
- c. No male guests may go above the first floor.
- d. All female guests must be off the resident floors by 11:00 p.m.
- e. An over-night woman guest must file her parent's permission with the Dean of Women at least three days in advance of her arrival. The dormitory resident hosting the guest is responsible for arranging sleeping accommodations for her guest and must be staying in the dormitory with her guest. The dormitory resident must obtain written permission from the occupant of the room where her guest will sleep and must file this permission with the Dean's office.

#### 5. Smoking Restrictions

Smoking is permitted in all areas EXCEPT the bedrooms.









# UNDERGRADUATE STUDENT SERVICES

## COLLEGE COUNSELING AND HEALTH SERVICES

The College has limited facilities for professional student counseling, but for referral purposes it has access to the Lowell Mental Health Service. A physician is on contract to the College and is available for student physical examinations and for emergency situations. Student problems of a non-medical and non-psychological nature are handled by the Academic Dean, the Deans of Men and Women, spiritual advisors to college religious organizations, and departmental advisors. The College recognizes that collegiate work is often done under conditions of stress, and all faculty members are advised to make themselves available for student conferences should a student so request.

The College Health Service and the administration of the College are not responsible for students who are injured or become ill while on the campus during the college day, or who are injured while participating in class activities, college sports, or extra-curricular programs. However, special college insurance is available to students at a modest cost for such injuries and the college nursing staff, the college physician, and members of the Health and Physical Education Department will render immediate first aid to the sick or injured until the student can obtain his personal physician or contact his parents. Hospitalization and medical treatment are obtained for the student only upon permission of the student's parent or guardian, and at their expense.

Students living in Concordia Hall must notify the College Health Service or the Dean of Women when they are ill and unable to attend classes. If the student's condition warrants, parents are notified to take the student home or to grant permission to transfer the student to a local hospital. No student is permitted to remain in a dormitory room more than twenty-four hours because of serious ill-

ness. All students residing in private homes or apartments of their own choosing are responsible to their parents for their health and safety. The College Health Service is not responsible for students' personal health and safety when the College is not in session. In compliance with Chapter 71, Section 55B, General Laws of the Commonwealth all students must have a chest X-ray or tuberculin test every three years at the Board of Health, Lowell, Massachusetts.

### STUDENT PLACEMENT SERVICES

Until the College is empowered by the General Court of the Commonwealth to establish a comprehensive placement bureau, the Office of the Academic Dean has assumed responsibility for limited initial placement services. Students in elementary education, music education, secondary education, medical technology, and nursing may file as many as three letters of recommendation from faculty members (together with apprentice teaching reports, medical technology evaluations, and nursing practice ratings) with the Office of the Academic Dean. Upon the request of students, such recommendations (together with official college transcripts, reports, evaluations, and ratings) will be sent to potential employers.

Any student who desires to utilize the placement facilities of the College should supply the Office of the Academic Dean with the names of three faculty members who have agreed to recommend him to prospective employers. The Office of the Dean will supply appropriate faculty members with recommendation forms and will file completed recommendation forms in the student's dossier. Upon receipt of their teaching certification, graduates of teacher-preparation programs of the College may also file their undergraduate placement papers with the Placement Service of the Massachusetts Department of Education.

## STUDENT MAIL

All student mail is delivered to the office of the Student Government Association in the Administration Building. Students who use the college address on their outgoing correspondence should check with the personnel of the Student Government Association for their incoming mail.

## BOOKSTORE

All texts and materials for courses may be purchased in the college bookstore, which is located in the basement of the Education Building. Paperback books, dictionaries, class supplies, college insignia, and informal wearing apparel are also on sale in the bookstore.









# UNDERGRADUATE STUDENT ACTIVITIES

## STUDENT GOVERNMENT ASSOCIATION

Student affairs are under the jurisdiction of the College Senate and an active Student Government Association, the student association being chiefly responsible for allocating the Student Activity Fee to the several campus organizations. The following is a listing of organizations generally open to all students.

The Student Council, the elected body of the Student Government Association, meets weekly to allocate and manage student finances, to develop policies relating to student welfare, and to plan, organize, and coordinate all student activities.

## STUDENT PUBLICATIONS

The Advocate is an independent, privately incorporated, journal of student opinion which is published regularly throughout the academic year by students of the College. In addition to providing an independent avenue of student opinion, the Advocate also provides students who are interested in journalism with opportunities to learn reporting, layout, and other publication skills.

59

The Knoll, the undergraduate yearbook, is a permanent record of the events and activities which have taken place on and off the campus during the year. The staff of the Knoll is elected each year by the students of the College. Payment of the Student Government Activities Fee and Class Dues entitles each senior to a free copy of this publication.

Pegasus, a biannual journal of the creative arts, seeks to encourage student creativity in art, poetry, non-fiction, fiction, music and photography. All students in good standing with the Student Government Association are invited to submit material.



## DRAMA AND MUSIC ORGANIZATIONS

The Drama Club, membership in which is open to all interested students, affords its members with acting opportunities and with directing, staging, lighting, and costuming experiences. The Drama Club presents two major and several minor productions each year.

MENC is an active student chapter of the Massachusetts Music Educators Association, and is an affiliate of the Music Educators National Conference. Membership in the college chapter of MENC entitles students to state and national membership and to a subscription of the Music Educators Journal. In addition to social gatherings and outings, MENC sponsors a major musical production during the spring semester.

The Jazz Society promotes good music in all modern idioms and furthers musical self-expression by presenting two annual jazz concerts for the college community. The Jazz Society features both band and ensemble groups.

## ATHLETIC AND RECREATIONAL ORGANIZATIONS

The Men's Athletic Association seeks to unite the male students of the College for the purpose of athletic and social activities. The programs of the Association include intramural sports as well as varsity baseball, basketball, cross country, golf, tennis, and wrestling. Social functions include a freshman reception, dances, cook outs and an annual awards banquet.

The Women's Recreational Organization seeks to promote a permanent interest in physical recreation through intramural and varsity sports programs. Some of the intramural activities are fencing, golf, gymnastics, softball, swimming, and tennis. Varsity sports include archery, basketball, field hockey, judo, and volleyball. In addition to sponsoring women's sports activities, the Organization also has an active social schedule and a community-service program. The WRO Board is elected by the students of the College in the spring semester each year.







The Alpine Ski Club seeks to promote good fellowship and a wider interest in skiing for the students of the College. Ski trips to nearby mountain resorts, and dances and social gatherings are some of the events which help to make membership in this organization an attractive social venture. Membership is conferred upon students after payment of dues. Meetings of this club are held monthly.

The Chess Club promotes competition among students of the College through intramural and inter-collegiate levels. Membership is open to all students upon payment of club dues.

#### SPECIAL INTEREST ORGANIZATIONS

Hephaestus is a student organization open to any student of the College who is genuinely interested in art. The programs of this organization include exhibitions of student and faculty work in the Whistler House and social events.

The Athenaeum Society is open to all science majors and seeks to promote an interest in science on campus, to provide opportunity for science research, and to assist the science department of the College in science education.

The Current Issues and Affairs organization is designed to encourage the investigation of current affairs and to provide interested students with the opportunity for presenting their views to fellow students. The organization sponsors public forums, debates, colloquia, and social events.

The Service Club and the Volunteer Service Organization distribute food, clothing, and gifts to disadvantaged families in the Lowell area, to local orphanages, and to the sick, and generally contribute services to the surrounding community whenever the need arises.



## RELIGIOUS ORGANIZATIONS

The Hillel Society, which draws membership from the Lowell Technological Institute and Lowell State College, is an organization for Jewish students. Meetings of a religious and social nature are held regularly.

The Iona Fellowship is a religious organization for members of the Lowell Technological Institute and the Lowell State College communities. Although chiefly an organization for members of Protestant religious bodies, the Iona Fellowship is non-denominational. A supper meeting for members is held monthly in addition to periodic religious and social activities.

The Newman Club is composed of interested Catholic students from the Lowell Technological Institute, Lowell State College, and the Lowell General Hospital School of Nursing and other students of these institutions who may wish to participate in the various Newman programs. Folk Masses are held each Sunday at 10 a.m. in the Faculty Center of Lowell State College and at 11:30 a.m. at the Newman Center, 52 Colonial Avenue, Lowell. Daily Mass is held at 12:10 at the Newman Center. Holy Day Masses are at 6 p.m. in the Faculty Center of Lowell State College and at 11:10 and 12:10 at the Newman Center. Various seminars, speakers, films, and discussions are scheduled weekly at the Newman Center and films, live music, entertainment, records and refreshments are provided each Wednesday at 7:30 in the Center basement. Rev. Paul Walsh, the full-time chaplain, is available at the Center each week-day from 11:30 a.m. to 1:30 p.m. and at other times at St. Rita's Rectory, 158 Mammoth Road, Lowell. The Newman Center is open from 11:00 a.m. to 11:00 p.m. each day and all students, regardless of denomination or religious persuasion, are invited to use the library and recreational facilities.

The Phanar Club is open to Eastern Orthodox students from the greater-Lowell colleges. It has as its purpose the fostering of spiritual and intellectual values among its membership through the perpetuation of Christian precepts. Regular religious and social activities are held for members in local churches and affiliated colleges.



## UNDERGRADUATE PROGRAMS OF THE COLLEGE

Basic to the design of all undergraduate degree curricula are a set of Uniform College Requirements and a major concentration or specialization. In addition to specifying minimum residence and performance standards, the Uniform College Requirements also impose specific course distributions in four areas (physical and biological sciences, behavioral and social sciences, the humanities, and symbolics and language). Although the distribution requirements provide each student with ample opportunity to develop individualized programs of general study according to his needs and interests, the major thrusts of such requirements are general in nature and broad in scope. Since education in the general sense relates to community life rather than to private and specialized activity, the Uniform College Requirements have been defined by reference to life processes, historical and social forces, and cultural movements rather than by reference to individual interests, demands, or competences. Thus these Uniform College Requirements seek to provide an integrative experience for all undergraduates, to promote an appreciation for the several modes of conceptualization and methodological procedures of the major academic disciplines, and to develop a basic understanding of our cultural and scientific heritage. Regardless of individual choices of major concentration or specialization, all graduates of the College should develop an appreciation of those arts which record man's insights into his experience, an understanding of those organizations and institutions which are the sources of his social and cultural values, and a realization of the import of scientific developments for his life and his environment.

65

The concentrations and minor areas of study in particular disciplines seek to develop that ability to use specialized concepts and skills with the independence and judgment which accrues from a penetrating study of a particular area of knowledge. The program by which a student achieves his specific educational goals must depend, of course, upon personal considerations, but courses of



study must be rationally defensible and of necessity must be selected according to such articulated plans of study as are suggested by program sequences. In developing these sequences, the several departments of the College have operated upon two common assumptions: (a) that isolation of disciplinary concentrations from the context of a general liberal background is conducive to provincialism and on the undergraduate level is educationally unsound and (b) that teaching programs are more productive when intellectual capacities have been developed within the contexts of particular disciplines. All programs of the College also require courses in general education beyond those specified by the area distributions of the Uniform College Requirements, and all professional Education programs require specific academic studies as well as courses in the foundations of Education, curriculum, methodology, and teaching.

In order to conveniently distinguish the different program requirements of the various undergraduate curricula, the characterizations of collegiate programs appearing on the following pages employ three special terms, each of which is defined below.

#### DEFINITION OF SPECIAL TERMINOLOGY

An area of specialization refers to baccalaureate majors in medical technology, music (Bachelor of Music Education programs and music history, music theory and composition, and applied music programs for the Bachelor of Music), and nursing. Course work delimited by areas of specialization exceeds that which is permitted in other major programs of the College and is largely determined by the professional requirements of national organizations and accrediting agencies. Courses which are taken to satisfy the Uniform College Requirements for General Education or minor area of study requirements may not be credited to specializations.

An area of concentration refers to baccalaureate majors of 30-45 semester hours of course work which is required for the Bachelor of Arts degree and for biology programs of the Bachelor of Science degree. Courses which are taken to satisfy the Uniform College Requirements for General Education or minor area of study requirements may not be credited to concentrations.



A minor area of study refers to 18-24 semester hours of course work in specific disciplinary subjects, interdisciplinary studies, and approved related studies. Courses which are taken to satisfy the Uniform College Requirements for General Education or the major concentration or specialization requirements may not be credited to minor areas of study.

## DESCRIPTIONS OF BACCALAUREATE DEGREES

### Bachelor of Arts

The Bachelor of Arts degree provides a broad, comprehensive education which integrates several areas of study and ordinarily provides sufficient preparation in the major areas for university graduate work and/or for teaching in the public schools. Students who matriculate for the Bachelor of Arts degree may pursue a single major concentration in biology, English, French, or history and minor in any department of the College or any interdisciplinary or non-departmental study which may be arranged by the student in consultation with his major advisor and in conformity with existing departmental requirements;\* or they may select a major concentration in elementary education, English, French, or history with a second major concentration in art, English, French, history, mathematics, philosophy, psychology, or sociology.

67

\*Minor programs in English education, foreign-language education, and history education are selective. For further information cf. "Academic Policies Concerning Teacher-Preparation Programs." Minor programs in elementary education and nursing may not be arranged.

### Bachelor of Science

Students who are matriculating for the Bachelor of Science degree pursue a program of professional studies in nursing or medical technology and carry a major professional specialization plus a

minor in a related area of studies, or they carry a major concentration in biology plus a related studies program selected from several alternative options. Students concentrating in biology within the Bachelor of Science degree may select minors in science education\* and/or chemistry. They may also select a second concentration in chemistry when such a major program can be arranged. Curricula in biology within this degree program prepare students for university graduate work or for teaching in the secondary schools and afford less flexible minor options than are possible within the Bachelor of Arts program in biology. Satisfactory completion of the nursing program qualifies students for the examinations administered by the Massachusetts Board of Registration in Nursing and for graduate study in nursing education, supervision, administration, or clinical specialization. The program in medical technology qualifies students for the medical-technology certificate examinations administered by the Registry of Medical Technologists of the American Society of Clinical Pathologists and for graduate study in biology, chemistry, and medical technology.

\*The program in science education is selective. For further information cf. "Academic Policies Concerning Teacher-Preparation Programs."

#### Bachelor of Music Education

The Bachelor of Music Education degree is designed to prepare teachers and supervisors of music in the elementary and secondary schools and presupposes student aptitude and interest in music and commitment to teaching. Students who matriculate for the Bachelor of Music Education degree carry a major music specialization plus a professional minor in music education.\* Bachelor of Music Education students are required to select applied music courses each semester for maintaining and developing their music skills and are expected to develop minimum standards of performance in piano, in their major performance area, and in choral direction.

\*The program in music education is selective. For further information cf. "Academic Policies Concerning Teacher-Preparation Programs."

## Bachelor of Music

The Bachelor of Music degree is designed for students who wish professional careers in music but who do not choose to teach in the elementary or secondary schools. The music courses of this curriculum are designed to insure abundant opportunities for individual performance, research, and creativity within the context of an intensive specialization. Accordingly, individual and group performances are important aspects of this program of studies. Students matriculating for the Bachelor of Music degree at Lowell State College may choose to satisfy the requirements of the Bachelor of Music Education degree by completing the specified professional program in music education. This professional course work will require at least one year of full-time additional study (30 semester hours of course work) and is available as a degree option only to students pursuing the Bachelor of Music degree who declare their intention of undertaking a dual-degree program before the final semester of their senior year.

69

## UNIFORM COLLEGE REQUIREMENTS FOR UNDERGRADUATE STUDY

### General Degree Requirements

In order to qualify for a baccalaureate degree offered by Lowell State College, each undergraduate must obtain a 2.0 ("C") cumulative average in his total undergraduate course of study, must present a minimum of 120 semester hours of course work for graduation (60 hours of which must be earned at the College), must be in residence for both semesters of his senior year, and must earn a 2.2 average in his major area(s) of concentration or in his major specialization by the end of his senior year. Students who have failed to achieve a 2.0 in their major concentrations or specializations by the end of their junior year (typically, 27 semester hours) have not made satisfactory progress toward their degrees and are subject to dismissal from the College for inadequate scholarship.

### Physical Activities Requirement

All students must successfully complete one year of supervised physical activity within the program specified by PE 001 and 002. Any student who fails to satisfy the requirements for PE 001 and/or PE 002 by the end of the freshman year must repeat and pass the failed course(s). Grades for PE 001 and 002 are on a "Pass" and "Fail" basis and carry no academic credit. Students who are veterans or who are 23 years of age or over at the time of admission to the College may at their option be excused from the physical activity requirement. A student who is physically unable to participate in strenuous exercise may be excused from the activity requirement upon written confirmation of his condition by a physician.

### English Composition Requirement

70 All freshmen must pass the basic writing program specified by EN 101--English Composition unless specifically exempted by the English Department on the basis of a written English proficiency examination. EN 101 may be taken as part of the course work for the Symbolics and Language Distribution Area or as part of the 15 semester hours of course work specified by the Additional General Education Requirements.

### Commonwealth Government Requirement

All undergraduate students must satisfy the special government requirement imposed by the laws of the Commonwealth of Massachusetts by passing any one of the following courses: GO 101--Introduction to Politics, GO 111--Introduction to American Politics, GO 225--State Government, HI/GO 321--United States Constitutional History, and HI/GO 338--American Political Thought. The course work cited above may be completed as part of the appropriate distribution areas, the Additional General Education Requirements, a government or history major or minor program, or an unrestricted elective option.



## GENERAL EDUCATION REQUIREMENTS

All undergraduate students must present a broad distribution of courses selected from the offerings of several departments and according to the regulations enumerated below. Courses which carry dual departmental or subject listings may be counted only once in fulfilling general education, major, or minor requirements and are subject to the restrictions of both listings for purposes of determining suitable elections for the Uniform College Requirements.

### 1. Laboratory Science Requirement

All students must complete two courses (6-8 semester hours) in a laboratory science from the following offerings of the Department of Biological and Physical Sciences. Laboratory science courses are ordinarily taken for two consecutive semesters and according to designated sequences, except that PY 101, PY 102, and PY 213 may be taken in any two-semester combination and in any sequence and need not be elected consecutively.

BI 101-102--General Biology  
BI 105-106--Principles of Biology (8 sh)+  
CH 111-112--General Chemistry  
CH 121-122--Principles of Chemistry and CH 127-128--  
Principles of Chemistry Laboratory (8 sh)+  
PY 101--Physical Science and PY 212--Earth Science  
PY 101--Physical Science and PY 216--Astronomy  
PY 101--Physical Science-Physics  
PY 102--Physical Science--Chemistry  
PY 213--Geology  
PY 103-104--General Physics  
PY 201-202--Principles of Physics (8 sh)+

Courses marked with a "+" are specifically designed for biology concentrators but may be elected by the general student who has had the proper secondary school background. Students who intend to major in biology should elect PY 201-202 to satisfy the General Education Laboratory Science Requirement. Students who plan to major in nursing should elect CH 111-112--General Chemistry to satisfy the General Education Laboratory Science Requirement.

## 2. Area Distribution Requirements

All undergraduate students must elect two courses in each of the distribution areas listed below, except that in satisfying the General Education Requirements they may not select courses which are within their subjects of concentration, specialization, or minor study and may not choose more than one course from all areas which is offered by their major departments.

## Area I

Behavioral and Social Sciences	EC 101--Principles and Problems of Economics
	GE 101--World and Regional Geography
	GE 226--Geography of the United States and Canada
	GE 234--Human Geography
	GO 101--Introduction to Politics
	GO 111--Introduction to American Politics
	GO 225--State Government
	GO 226--Municipal Government
	GO 321--United States Constitutional History
	HL 201--Advances in Health Sciences
	HL 202--Current Health Problems
	PS 101--General Psychology
	PS 261--Child Development and Personality
	PS 262--Psychology of Adolescence
	PS 263--Developmental Psychology
	SO 102--Introduction to Sociology
	SO 201--Social Anthropology

## Area II

Humanities	AH 101--Art of Western Civilization
	AH 201--History of Modern Art
	AH 202--American Art since 1850
	AH 203--Modern Art
	AH 206--Primitive Art
	AH 209--Renaissance and Italian Painting

## Area II (Continued)

- EN 132--Types of Literature+
- EN 133--Drama+
- EN 134--Poetry+
- EN 136--Prose Fiction+
- EN 141--Great Books of Antiquity
- EN 143--Great Books of the Middle Ages and  
Renaissance
- EN 145--Great Books of the Modern Period
- EN 146--Continental Fiction
- EN 147--Literature of the Bible
- EN 148--Major Literary Movements
- FR 271--French Literature to 1750\*
- FR 272--French Literature since 1750\*
- GM 271--German Literature to 1750\*
- GM 272--German Literature since 1750\*
- GK 301--Greek Classics\*
- GK 302--Greek Classics\*
- HI 101--Classical Civilization
- HI 105--European History to 1789
- HI 106--European History since 1789
- HI 111--United States History to 1877
- HI 112--United States History since 1877
- HI 121--Topics in American History to 1877
- HI 122--Topics in American History since 1877
- HI 224--Ancient Greek History and Civilization
- HI 225--Roman History and Civilization
- HI 321--United States Constitutional History
- LA 301--Latin Classics\*
- LA 302--Latin Classics\*
- MU 171--Music of Western Civilization
- MU 271--Music History and Literature to Bach
- MU 272--Music History and Literature since Bach
- SP 271--Introduction to Spanish Literature\*
- SP 272--Introduction to Latin American Literature\*

## Area II (Continued)

PH 201--Introduction to Philosophy  
PH 251--Ancient Philosophy  
PH 252--Medieval Philosophy  
PH 253--Philosophy of the Enlightenment

+Students may not receive credit for both EN 132--Types of Literature and courses in the EN 133, EN 134, EN 136 sequence--Drama, Poetry, and Prose Fiction.

\*Courses marked "\*" are conducted on or above the intermediate course level and assume appropriate foreign or classical language proficiency.

## Area III

Symbolics and EN 101--English Composition  
Language EN 222--General Semantics  
EN 223--History and Development of the English  
Language  
EN 225--Analysis of Modern English  
MA 101--Modern Mathematics I  
MA 102--Modern Mathematics II  
MA 103--College Algebra  
MA 104--College Geometry  
MA 105--College Trigonometry  
MA 107--Introduction to Calculus  
MA 201--Calculus I  
PH 202--Introductory Logic  
PH 307--Philosophy of Language  
PS 232--Attitudes and the Mass Media  
SA 261--The Language of Visual Perception  
Basic and Intermediate Foreign Language  
courses, including:  
FR 101-102, 191-192, 201-202, 203-204,  
251-252;+  
GM 101-102, 201-202, 251-252;+



### Area III (Continued)

GK 101-102, 201-202;+  
IT 101-102, 201-202;+  
LA 101-102, 201-202;+  
SP 101-102, 201-202, 251-252.+

+Basic and intermediate foreign language courses must be taken for two consecutive semesters, either as delimited by hyphenated sequences or as directed by the Foreign Language Department.

### 3. Additional General Education Requirements

All students must select 15 semester hours of additional course work (outside their major departments and independent of their minor studies) from all courses offered by the College (excluding applied music courses and courses in professional education, medical technology, and nursing), except that they must present at least 6 semester hours of literature courses (selected from the literature offerings of the English or Foreign Language Departments) and 6 semester hours of history courses (selected from the history offerings of the History Department) as part of their total baccalaureate programs. Students who meet these literature and history requirements through their course selections for distribution areas or as part of their minor or major subject programs are free to select courses of their choice, except that such course work may not be selected from the offerings of their major departments, must be independent of their minor studies, and must conform with the specific requirements governing the degree programs for which they are matriculating.

75

### REQUIREMENTS FOR BACCALAUREATE DEGREES

#### Bachelor of Arts

1. Candidates for the degree of Bachelor of Arts must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements.

2. Bachelor of Arts candidates must present a program of concentration(s) and/or minor studies in accordance with one of the two following options:

(a) They may present a concentration of 30-45 semester hours of course work in biology, English, French, or history and a minor area of studies of 18-24 semester hours in any department of the College or any interdisciplinary or non-departmental study which may be arranged by the student in consultation with his major advisor and in conformity with existing departmental requirements;\* or

(b) They may choose a concentration in elementary education, English, French, or history with a second major concentration in art, English, French, history, mathematics, philosophy, psychology, or sociology.

\*For further information cf. "Academic Policies Concerning Teacher-Preparation Programs." Minor programs in elementary education and nursing may not be arranged.

The College does not require students to declare their major concentrations until the end of their sophomore year, but an early decision by a student will greatly facilitate the selection of appropriate prerequisite courses for major studies and accordingly will reduce the possibilities for time-consuming errors in judgment. Once a student has begun a program of concentration(s), he may change his concentration option, his minor area of study, or his choice of second concentration, providing that he receives the permission of his advisor(s) and the approval of the concerned departments and/or program directors. Additional course work beyond the minimum 120 semester hours and extension of the normal four-year period of study may be expected for students who change their concentration programs later than the first semester of their junior year. Students who plan to major in elementary education or to minor in English education, foreign-language education, or history education should note that these programs are selective. Since the schedule of course offerings may not permit a student to fulfill the minimum concentration requirements within one year, the College

can not assume responsibility for an extension of a student's period of study because of his failure to gain admission to a desired teacher-preparation program.

3. All students pursuing the degree of Bachelor of Arts must evidence proficiency in a foreign or classical language at a level demonstrated by one of the following:

- (a) A satisfactory score on the College Board Achievement Test at the third year secondary school level;

- (b) A satisfactory score in the Advanced Placement Examination in French, German, Greek, Italian, Latin, or Spanish;

- (c) A satisfactory score in a proficiency test prepared and administered by the Language Department of Lowell State College (preferably during the student's freshman year) and covering a reading knowledge of French, German, Greek, Italian, Latin, or Spanish;

- (d) Passing an intermediate, second-year college course, or a more advanced course in a language previously studied in the secondary school; or

- (e) Passing a minimum of 12 semester hours in a single foreign or classical language, the study of which is initiated at Lowell State College.

#### Bachelor of Science

1. Candidates for the degree of Bachelor of Science must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements, and must complete a minimum of 60 semester hours of courses in biology, chemistry, physical sciences, and medical technology or nursing.

2. Bachelor of Science candidates pursue a program of studies in nursing or medical technology and carry a major professional specialization plus a related minor area of studies, or they carry a major concentration in biology plus a related minor studies program selected from several alternative options. Students concentrating in biology within the Bachelor of Science degree program may select minors in science education\* and/or chemistry. They may also select a second concentration in chemistry when such a major program can be arranged. Students specializing in nursing may select a minor in biology, natural sciences, or behavioral sciences. Medical technology students are required to take a minor in chemistry.

\*For further information, cf. "Academic Policies Concerning Teacher-Preparation Programs."

The College does not require students to declare their major studies until the end of their sophomore year, but an early decision by a student will greatly facilitate the selection of appropriate prerequisite courses for major studies and accordingly will reduce the possibilities for time-consuming errors in judgment. Once a student has begun a program of concentration or specialization, he may change his major study providing that he receives the permission of his major advisor and the approval of the concerned departments. He may also change his minor study when changing his major study and he may substitute alternative minor programs where options are permitted. Additional course work beyond the minimum degree requirements and extension of the normal four-year period of study may be expected for students who change their major programs later than the first semester of their junior year. Students who plan to minor in science education should note that this program is selective. Since the schedule of course offerings may not permit a student to fulfill a minimum studies requirement within one year, the College can not assume responsibility for an extension of a student's period of study because of his failure to gain admission to the science education program or because of his change of major or minor programs.



## Bachelor of Music

1. Candidates for the degree of Bachelor of Music must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements.
2. Bachelor of Music candidates must present a major specialization in applied music, musicology, or music theory in accordance with the prescribed music curricula.
3. All Bachelor of Music candidates must satisfy both the participation requirements for music organizations and the senior recital requirement.

The nature of music programs requires that students declare their intention of majoring in music upon application for admission to the College and that music course work be undertaken immediately upon entry. All candidates for music degrees pursue a core music curriculum during the freshman year and at the beginning of the sophomore year determine which of the two degree programs in music they wish to undertake. Once a student has begun a program of music specialization, he may change his major option providing that he receives the permission of his advisor(s) and the approval of the concerned departments and/or program directors. Such a change may not require extension of a student's period of study if he changes from one degree program in music to another such program by the end of his sophomore year, but changes of program to other degree curricula after the end of the freshman year may require extension of a student's normal four-year period of study. Courses in applied music may not be credited to Bachelor of Arts or Bachelor of Science degree programs. Ordinarily, students may not transfer into music programs from other programs of the College, but such transfer may be permitted for the unusual student early in his academic career. Students pursuing the Bachelor of Music degree may choose to satisfy the requirements of the Bachelor of Music Education degree by completing the specified professional program in music education. This professional course work will require at least one year of full-time additional study (30 semester hours of course work) and is available as an option only to those students who declare their intention of undertaking a dual-degree program before the final semester of their senior year.

### Bachelor of Music Education

1. Candidates for the degree of Bachelor of Music Education must satisfy all the regulations of the Uniform College Requirements, including course work for the Additional General Education Requirements, and must present a minimum of 129 semester hours of course work for graduation.
2. Bachelor of Music Education candidates must present a music specialization in accordance with the prescribed curriculum and must select a vocal or instrumental emphasis--such selection being determined by their major performance areas, their special interests, and their career ambitions.
3. Candidates for the Bachelor of Music Education degree must satisfactorily complete the prescribed professional minor in music education.
4. All candidates for the Bachelor of Music Education degree must satisfy both the participation requirements for music organizations and the senior recital requirement.

The nature of music programs requires that students declare their intention of majoring in music upon application for admission to the College and that music course work be undertaken immediately upon entry. All candidates for music degrees pursue a core music curriculum during the freshman year and at the beginning of the sophomore year determine which of the two degree programs in music they wish to undertake. Formal admission to the Bachelor of Music Education curriculum is subject to the academic policies concerning teacher-preparation programs, however, and is not granted until the end of the sophomore year. Once a student has begun a program of music specialization, he may change his major option providing that he receives the permission of his advisor(s) and the approval of the concerned departments and/or program directors. Such a change may not require extension of a student's period of study if he changes from one degree program in music to another such program by the end of his sophomore year, but changes

of program to other degree curricula after the end of the freshman year may require extension of a student's normal four-year period of study. Courses in applied music may not be credited to Bachelor of Arts or Bachelor of Science degree programs. Ordinarily, students may not transfer into music programs from other programs of the College, but such transfer may be permitted for the unusual student early in his academic career.



# COURSES OF INSTRUCTION

## COURSE PREFIXES

Each course offering listed in this catalogue is designated by a two-letter prefix and a three-digit number. The letter prefixes identify the subjects of courses as noted below. The numbers designate the degrees of specialization and are characterized on the following page.

AH	Art History	IT	Italian
BI	Biology	LA	Latin
CH	Chemistry	MA	Mathematics
CL	Classics	ME	Music Education
EC	Economics	MT	Medical Technology
EE	Elementary Education	MU	Music
EN	English	NU	Nursing
FE	Foundations of Education	PE	Physical Education
FL	Foreign Language Instruction	PH	Philosophy
FR	French	PS	Psychology
GE	Geography	PY	Physical Sciences
GK	Greek	SA	Studio Arts
GM	German	SE	Secondary Education
GO	Government	SO	Sociology
HI	History	SP	Spanish
HL	Health		



## COURSE NUMBERING SYSTEM

- 001-099: Non-credit courses.
- 101-199: Beginning courses not having prerequisites, ordinarily taken by students in the freshman and sophomore years to fulfill the area distributions of the Uniform College Requirements or to obtain an introduction to an area of study.
- 201-299: Intermediate courses which are restricted in scope but generally having no specific prerequisites, ordinarily taken by freshman and sophomore students to fulfill the area distributions of the Uniform College Requirements or to initiate work in major subjects.
- 301-399: Systematic courses concerned with specialized aspects of a discipline which are ordinarily within major areas of concentration or specialization but are generally open to upper division students for election; and beginning courses of a professional nature in prescribed teacher-preparation and nursing sequences which require special permission of instructors and/or departments to enter.
- 401-499: Specialized courses providing intensive analysis of a subject of limited scope which are ordinarily within major areas of concentration or specialization and are generally open to upper division students for election only with the consent of instructors or departments; directed reading courses, seminars, and advanced courses in prescribed professional sequences for teacher-preparation, nursing, and medical-technology curricula which are not open for general election.



## ART

Leo Panas, Chairman  
Department of Art



The Department of Art offers a minor area of study and a second major concentration for those students pursuing the Bachelor of Arts degree who may arrange such minor or major programs. A minor study in art consists of 18-24 semester hours of course work which is selected in consultation with the student's departmental advisor or with the Chairman of the Department of Art. A second major concentration in art consists of 30 semester hours of work and must include the following courses: AH 108, SA 211, 225, 228, 238, 241 and six semester hours of courses selected from AH 101, 201, 202, 203, 206, and 209. The remaining six semester hours required for the concentration are unrestricted elective courses selected from departmental offerings. Students who intend to major in elementary education must also select SA 252.

85

### DEPARTMENTAL COURSE OFFERINGS: ART

#### I HISTORY OF ART: (Course Prefix AH)

##### ART OF WESTERN CIVILIZATION

- 101 The origins and development of architecture, sculpture and painting are the main concerns of this study of the key monuments of western art. Selected examples of Greek, Byzantine, Medieval, Renaissance and Modern art are studied

as embodiments of the ever-changing cultural Weltanschauung. Panas, Faudie, Weller, Woodman. 3sh. (Fall, Spring)

##### INTRODUCTION TO THE VISUAL ARTS

- 108 A study of the language of the visual arts emphasizing the visual methods that artists and architects have employed throughout history to express their thoughts, emotions and reactions to life. Faudie, Woodman. 3sh. (Spring)



## AMERICAN ART TO 1850

- 201 A study of the development of the arts in America from the early settlement to the mid-nineteenth century. The following periods will be covered: Colonial, Georgian, Federal and the Romantic. Emphasis will be placed on New England examples. Woodman. 3sh. (Fall)

## AMERICAN ART SINCE 1850

- 202 A study of the development of the arts in America from the "Brownstone Decades" of the late nineteenth century to the present. Specific artists, architects and sculptors will be studied in detail. Woodman. 3sh. (Spring)

## MODERN ART

- 203 A survey of the development of painting, architecture and sculpture from the late nineteenth century to the present. Major examples of both European and American artists and architects will be included. Weller, Woodman. 3sh. (Fall, 1971)

## PRIMITIVE ART

- 206 An investigation of primitive art and its relationship to contemporary art and life. African, Oceanic and pre-Columbian art will be studied within the total cultural framework. Student understanding and involvement will be heightened by slides, movies, discussions and field trips. Weller. 3sh. (Fall, Spring)

## RENAISSANCE AND ITALIAN PAINTING

- 209 A detailed study of the works of such great masters as DaVinci, Michelangelo, Giotto and others of the times. This period has long been considered one of man's greatest adventures in art. Panas, Weller. 3sh. (Fall, 1971)

II STUDIO AND LABORATORY COURSES  
(Course Prefix SA)

## BASIC DESIGN I

- 211 An integrated study of two and three-dimensional design principles and how they articulate structure, space and form. The development of visual ideas that relate to painting, sculpture, graphic arts and architecture. Griffith, Pinardi, Plummer. 3sh. (Fall, Spring)

## JEWELRY DESIGN

- 223 A practical application of design. Jewelry making using copper enameling, wood and silver. Open to all students, but SA 211 recommended for preparation. Plummer. 3sh. (Fall)

## PHOTOGRAPHY

- 225 An introduction to photography with an emphasis on photographic composition and pictorial elements. Basic darkroom techniques of black and white photography will be covered. Students learn to develop black and white film and to make black and white prints. Faudie. 3sh. (Fall, Spring)

## BASIC DRAWING

- 228 A foundation course in experimental techniques using a variety of media. Because drawing and its application to the realm of ideas is basic to every form of art, a wide range of assignments are made to develop expression on an individual basis. Pinardi, Plummer. 3sh. (Fall, Spring)

## SCULPTURE

- 231 A course in three dimensional expression using a variety of sculptural materials which will develop an understanding of the concepts of space and form as applied to personal expression in the plastic arts. Pinardi. 3sh. (Fall)



## FABRIC DESIGN

- 234 Fundamental principles of color, line, and form are applied to excellence of design in clothing and accessories. Study of current trends of fashion, followed by experimental work in printing, dying, batik, and other techniques as applied to decorative design. Griffith. 3sh. (Fall, Spring)

## PAINTING I

- 238 Acrylic painting and related media are taught as vehicles for serious creative expression. The student is encouraged to explore subjects, styles and techniques that are of interest to him. Instruction is directed to the individual needs of each student. Griffith, Pinardi, Plummer. 3sh. (Fall, Spring)

## GRAPHICS I

- 241 An introduction to graphic techniques and expression. The approach is creative rather than directed, emphasizing experimentation and exploration in many areas of print-making. Griffith. 3sh. (Spring, 1971, 1972; Fall, 1971)

## WATER-COLOR

- 244 Aims to develop the student's ability to use transparent and opaque water-colors and related media in a fresh and direct manner. A variety of techniques are explored within the capabilities of each individual. Plummer. 3sh. (Fall, Spring)

## ART AND THE CHILD

- 251 A lecture-studio course that analyzes the creative force in children and considers how such force can be directed toward a meaningful art expression. Griffith, Pinardi, Panas. 3sh. (Fall)

## LANGUAGE OF VISUAL PRECEPTION

- 261 Explores ways of learning through seeing by devising and analyzing two and three dimensional constructions. Purpose is to develop sensitivity and activity in a way which may benefit the learning process in all subject areas and the discovery of interdisciplinary relationships. Griffith, Panas. 3sh. (Fall, 1972)

## PAINTING II

- 322 Students showing a high proficiency in painting are given increased freedom to expand their creative expression. Prerequisite: SA 238. Plummer, Pinardi. 3sh. (Spring)

## GRAPHICS II

- 326 An introduction to the methods of lithography and etching. Emphasis is on design and printing techniques. Prerequisite: SA 241. Griffith. 3sh. (Spring, 1971)

## BASIC DESIGN II

- 328 Advance study of three-dimensional design principles and how they articulate structure, space, and form. Prerequisite: SA 211. Griffith. 3sh. (Spring)

## FILM MAKING

- 329 Deals with the basic mechanics of film form, structure and grammar; how a movie is and can be made. Basic camera usage in Super 8 (sound and mixed media). Silent films and film history where relevant. Faudie. 3sh. (Fall, Spring)

## ADVANCE STUDY IN VISUAL ART

- 402 A special problem in one of the visual arts (in which the student has demonstrated proficiency) is investigated through conference and studio work. Open to concentrators in art upon the consent of the Department. 3sh. (Fall, 1971; Spring, 1972)

DAY



## BEHAVIORAL SCIENCES

Thomas Norris, Acting Chairman  
Department of Behavioral Sciences



The Department of Behavioral Sciences offers a minor area of study in behavioral sciences for students pursuing the Bachelor of Science degree in nursing and minor areas of study in behavioral sciences, psychology, and sociology for students pursuing the Bachelor of Arts degree. A minor area of study consists of 18-24 semester hours of course work which is selected in consultation with the student's advisor or with the Chairman of the Behavioral Sciences Department. In addition to minor studies, the Behavioral Sciences Department also offers second major concentrations in psychology and sociology for those students pursuing the Bachelor of Arts degree who may arrange such concentrations. A second major concentration in psychology consists of 30 semester hours of course work and must include PS 101, 261, 376, and 471. PS 376 carries as a prerequisite MA 203--Probability and Statistics I. A second major concentration in sociology consists of 30 semester hours of course work and must include SO 102, 201, 222, and 348. SO 348 carries as a prerequisite MA 203--Probability and Statistics I. Elective courses to complete the required 30 semester hours for concentrations must be approved by faculty advisors from the Department of Behavioral Sciences.



DEPARTMENTAL COURSE OFFERINGS:  
BEHAVIORAL SCIENCES

I PSYCHOLOGY (Course Prefix PS)

GENERAL PSYCHOLOGY

- 101 A study of the dynamics of human behavior, including such factors as perception, emotion, motivation, personality, and social relations. 3sh. (Fall, Spring)

ATTITUDES AND THE MASS MEDIA

- 232 This course will deal with the increasingly important relationship between attitude formation and change and the impact of the mass media in contemporary America. 3sh. (Spring, 1971)

THEORIES OF PERSONALITY

- 252 A survey of the major theories that have been developed, including psychoanalytic theory, social learning theory, and the various post-Freudian theories of such people as Sullivan, Horney, Rogers and Maslow. 3sh. (Fall, Spring)

CHILD DEVELOPMENT AND PERSONALITY

- 261 An examination of the major factors in the development of children from birth to puberty. 3sh. (Fall, Spring)

PSYCHOLOGY OF ADOLESCENCE

- 262 The dynamics of behavior in adolescence. Individual differences in development and performance are assessed in relation to physical, social, psychological and moral forces. 3sh. (Fall, Spring)

DEVELOPMENTAL PSYCHOLOGY

- 263 Research dealing with age-stage theories from infancy through adolescence. Selected research in mature personality traits included. 3sh. (Fall, Spring)

SOCIAL PSYCHOLOGY

- 309 An introduction to such topics as attitude formation, decision-making, group processes of conformity and leadership. Prerequisites: PS 101; SO 102. 3 sh. (Fall, Spring)

PSYCHOLOGY OF LEARNING

- 322 Through analysis of the experimental study of the learning process, this course will attempt to achieve a better perspective on the process of human learning, particularly education. Also offered as FE 322. 3sh. (Spring, 1971)

SOCIAL PSYCHOLOGY OF LEARNING

- 324 A study of student-teacher interaction in relation to the application of the principles of learning to classroom conditions. Also offered as FE 324. 3sh. (Spring, 1972)

ANALYSIS OF INTERPERSONAL BEHAVIOR

- 325 Students in this course will form a self-analytic group for the semester, using their experience in the group, plus readings, to come to a better understanding of human relationships. 3sh. (Spring, 1971; Fall, 1971)

PSYCHOLOGICAL TESTING

- 351 A survey of some major tests used to assess such factors as mental abilities, vocational interests, attitudes, objective and projective personality. Prerequisite: PS 101. 3sh. (Fall, 1971)

ABNORMAL PSYCHOLOGY

- 352 An introduction to a study of various categories of neurotic, psychotic and character disorders. Psychotherapeutic techniques and other auxiliary professional methods to control and cure such disorders are studied. Prerequisite: PS 101. 3sh. (Fall, Spring)



## MARRIAGE AND THE FAMILY

- 355 An interdisciplinary examination of the family cycle in terms of functions, variations and trends, particularly as they characterize the American family pattern. Courtship, adjustment to marriage, individual and group dynamics within the family unit, socialization and parent-child interaction will be stressed. There will also be a concern with the economics of the family, the family and the community, and common family problems. Enrollment will be limited to 15 members of the senior class. Prerequisite: PS 261, 262, or 263. 3sh. (Fall, 1970)

## DREAMS, RELIGION, AND MYTHOLOGY

- 361 An examination of some of the creative processes in human civilization, based on the personality theories of Freud and others. The course will concentrate on the symbolic nature of these phenomena as expressions of universal human needs and problems. Prerequisite: PS 252. 3sh. (Fall, 1970)

## PERSONALITY AND SOCIAL BEHAVIOR

- 368 An examination of some of the determinants of interpersonal behavior via social reinforcement theory, cognitive theory, including the work of Morton Deutsch, Timothy Leary, William Shutz, Eric Berne and Irving Goffman. Prerequisite: PS 309. 3sh. (Spring, 1972)

## BEHAVIOR PROBLEMS OF CHILDHOOD

- 371 A study of the early parent-child relationship with a focus on the critical points at which disturbances in development can occur. Prerequisite: PS 261, 262, or 263. 3sh. (Fall, 1971)

## EXPERIMENTAL PSYCHOLOGY

- 376 The methods of science applied to psychological research. Laboratory investigation of the classical psychophysical methods, conditioning, perception verbal

learning and problem solving. Prerequisites: PS 101, MA 203. 3 sh. (Spring, 1972)

## SEMINAR IN CLINICAL PSYCHOLOGY

- 471 Students in this seminar will participate as volunteers at the Solomon Mental Health Center, working with emotionally disturbed children and their families. The seminar will focus on some of the issues associated with clinical practice and community mental health. Prerequisite: PS 352. 3sh. (Fall, 1970)

## II SOCIOLOGY (Course Prefix SO)

### INTRODUCTION TO SOCIOLOGICAL ANALYSIS

- 102 A comparative study of group behavior which is basic to all societies. Attention is given to all major social institutions that comprise the social structure. Empirical studies of small, simple societies as well as material from larger more complex societies are utilized. 3sh. (Fall, Spring)

### SOCIAL ANTHROPOLOGY

- 201 Using the comparative approach to the study of society, this course will examine several distinct cultures as a means of understanding both the universal constants and the variations in human societies. 3sh. (Fall, Spring)

### CONTEMPORARY SOCIAL PROBLEMS

- 222 Drawing upon topical material and recent literature, this course will examine in depth a number of social problems in the United States, such as race relations and prejudice, the slums, crime and violence. 3sh. (Fall, Spring)

### CULTURE AND PERSONALITY

- 302 An examination of the hypothesis that variations in culture and society have distinct impact on the growth of personality patterns within the society. Prerequisite: SO 201. 3sh. (Spring, 1971)

#### AFRICAN CULTURES

- 312 The course will focus on a few selected tribal societies on the African continent and will examine their social organization and cultural patterns. Prerequisite: SO 201. 3sh. (Spring, 1971)

#### SOCIOLOGY OF EDUCATION

- 326 The school system is analyzed with reference to the nature of organizations and clients. Topics examined include: problems of authority, organizational strain, leadership, formal and informal organization, career problems, professionalization of school personnel, peer groups, aspirations and mobility of clientele. Reciprocal relations of school and community will be considered with reference to such factors as social class, family and occupational system. Also offered as FE 326. 3sh. (Spring)

#### SOCIOLOGY OF THE URBAN SCHOOL COMMUNITY

- 327 A study of the political, economic and social patterns associated with urban life as reflected in the major educational institutions of the city. Emphasis is placed on the impact of urban institutions on performance, aspirations, behavior and mobility of students. Also offered as FE 327. 3sh. (Fall, Spring)

#### SOCIAL THEORY AND SOCIAL STRUCTURE

- 329 An examination of the major theories developed in recent years to provide a systematic method of understanding and

defining the social process. Prerequisite: SO 102. 3sh. (Fall, 1970)

#### THE STUDY OF MINORITIES

- 332 This course will examine the process of immigration into the United States over the last century, with particular emphasis on the process of assimilation. Prerequisite: SO 102. 3sh. (Spring, 1971)

#### STRATIFICATION: CLASS, STATUS AND POWER

- 341 This course will focus on the phenomenon of class distinction, with particular reference to social class in the United States. The approach will be both historical and sociological. Prerequisite: SO 102. 3sh. (Fall, 1970)

#### URBAN SOCIOLOGY

- 344 Drawing upon material from all the social sciences, this course will attempt to bring into sharper focus the dominant phenomenon of twentieth century America, the rise of the megalopolis. Prerequisite: SO 102. 3sh. (Spring, 1971)

#### RESEARCH IN SOCIOLOGY

- 348 The techniques of survey-research and data-collection, including participant observation, sociometry, construction of questionnaires, interviewing, methods of scaling and techniques of research design. Students will complete a research project, working either individually or as members of small teams. Prerequisites: SO 102, MA 203. 3sh. (Spring)

## EDUCATION

### Committee for Teacher-Preparation Programs

Virginia Biggy, Director of Elementary Education Apprentice Teaching

Joyce Denning, Director of History Education

Robert Foy, Director of English Education

Paul Gayzagian, Director of Music Education

Curtis Hinckley, Director of Science Education

Mary McGauvran, Dean of Admissions

Margaret Shannon, Chairman of Education Department

The Committee for Teacher-Preparation Programs is responsible for establishing basic policies for all teacher-preparation programs of the College and acts as an appeals body for all students enrolled in such programs or seeking admission to such programs. When reviewing or establishing basic policies for teaching programs, the Committee is augmented on an "ad hoc" basis with student representation from the several teaching programs and from the College Senate. All decisions of the Committee in reviewing student petitions are final.

93

## ACADEMIC POLICIES CONCERNING TEACHER-PREPARATION PROGRAMS

Admission to baccalaureate study at Lowell State College does not guarantee admission to teacher-preparation programs in elementary, music, or secondary education curricula. Courses listed under the catalogue heading "Foundations of Education" may be elected by the general student who is interested in developing a basic understanding of the educational process, but all courses listed under "Elementary Education," "Music Education," and "Secondary Education" are open only to students who have been formally admitted to teacher-preparation programs.



As a prerequisite for application to teacher-preparation programs, all students must exhibit personality characteristics suitable for the teaching of youth and adolescents as specified by the General Laws of the Commonwealth for the certification of teachers, must have demonstrated satisfactory written and oral communication skills, and must have achieved a cumulative grade-point average of not less than 2.0 by the end of their sophomore year. Although formal admission to teaching programs is based upon the record of each individual applicant as of the semester preceding the period established by the several teaching programs for initiating course work in curriculum and teaching methodology, the College deadline for application to teaching programs is the last full week of classes of the sophomore year.

Formal application to the appropriate director of teaching programs (for music and secondary programs) or to the Chairman of the Education Department (for elementary education programs) must be made individually by each student in a letter of application. Such application should set forth the student's reasons for seeking admission to the specific teaching program, should include a summary of his experiences with youth and adolescents in community public or private organizations, and should specify any other pertinent information which may be useful to directors in evaluating his motivation and his commitment to teaching. Transfer students should indicate their intention of applying for teaching programs at the time of their application to the College and should file a letter of intent with the appropriate directors in accordance with the above directions and prior to the end of the academic year preceding their admission to the College. Students who are acceptable to directors of teaching programs will be notified of their tentative acceptance into teaching programs prior to the beginning of the fall semester of their junior year. Transfer students desiring to enter teaching programs who have not made application by the time of their admission to the College and students who have not received tentative acceptance to teaching programs at the beginning of their junior year may petition the Committee for Teacher-Preparation Programs for reviews of their records and for consideration or reconsideration of their letters of application. All decisions of the Committee in evaluating such petitions are final.



All teaching programs require specific academic course work and a professional studies sequence which includes courses in the foundations of Education, curriculum and teaching methodology, and apprentice teaching. Specific course requirements for each of these sequences may be found in the descriptions of elementary, music, and secondary programs which appear in the relevant subsections which follow. Statements concerning required academic course work for teaching programs may be found in the curricula descriptions of the relevant collegiate departments. Formal acceptance into teaching programs at the end of the semester preceding the period established by the several teaching programs for initiating course work in curriculum and teaching methodology is granted only to those students who have achieved cumulative grade-point averages of 2.5 or higher in their major academic concentrations or specializations, who have earned cumulative grade-point averages of 2.0 or higher in their total courses of study, who have passed each course of the required academic sequences, and who have passed each course of the required sequences for the foundations of Education with a grade of "C" or better.

95

Students will not be admitted to courses in apprentice teaching who have not achieved a grade-point average of 2.5 or higher both in their major studies and in their course work in Education by the end of the period preceding the time established by the several teaching programs for apprentice teaching. Nor will students be admitted to apprentice teaching who have failed required courses in disciplinary concentrations or specializations unless such courses have been repeated and passed, who have not passed each course of the required Education sequences with a grade of "C" or better, who have not evidenced within the clinical experiences of the curriculum and methodology courses those positive personal characteristics which are necessary to classroom effectiveness, or who have not obtained a 2.0 cumulative average by the end of the period immediately preceding the time established by the several teaching programs for apprentice teaching courses. Students who have failed to gain admission to apprentice teaching courses have not satisfied the retention standards of the several teaching programs and ordinarily must discontinue their enrollment in such programs.

When there are extenuating circumstances, however, students who have been denied admission to apprentice teaching courses may petition the Committee for Teacher-Preparation Programs for reviews of their records and for consideration of such mitigating conditions as they may wish to bring to the Committee's attention. After evaluating a student's petition, the Committee may recommend termination of enrollment in a teaching program or probationary enrollment status based upon a program of additional course work with specified achievement expectations. A student who is dropped from teaching programs or who fails to satisfy the expectations for additional course work recommended by the Committee may transfer to other non-teaching programs of the College if he continues to meet the general grade-point standards of the College and receives the approval of the necessary department chairmen. Students who have been dropped from teaching programs and who have failed to gain permission to transfer to other non-teaching programs of the College for reasons of unsatisfactory scholarship are dismissed from the College.

A student's grade in a course in apprentice teaching is officially recorded as "P" or "F," supportive evidence of his teaching performance being provided in his placement folder. A student may withdraw from apprentice teaching courses without prejudicing his grade-point average before the beginning of the fifth week. Such students receive a grade of "W." Students who withdraw from apprentice teaching courses after the beginning of the fifth week receive grades of "WP" and "WF." A grade of "P" in apprentice teaching courses is not counted in computing cumulative grade-point averages, but grades of "F" and "WF" are counted. Students who fail or who withdraw from courses in apprentice teaching are automatically dropped from teaching programs and must apply for transfer to other non-teaching programs of the College. Such transfer must receive the permission of department chairmen having jurisdiction over those programs to which students desire admission. A student who receives permission to transfer to non-teaching programs ordinarily may expect to extend his studies beyond the normal four-year period. A student who is denied permission to transfer to other programs of the College because of inadequate scholarship is dropped from the College.

Courses in apprentice teaching ordinarily may not be repeated. However, students who have failed or who have withdrawn from apprentice teaching courses and who have attained satisfactory grade-point averages to merit retention in the College may later apply to the Committee for Teacher-Preparation Programs for reinstatement. Such application is made with the understanding that no student may apply for completion of a teaching program after he has graduated and that reinstatement ordinarily requires postponement of graduation and extension of the normal four-year period of study. All decisions of the Committee concerning reinstatement are final. A passing evaluation in a repeated course in apprentice teaching cancels an original failing grade for purposes of determining a student's cumulative grade-point average.

## ELECTIVE COURSES IN EDUCATION

Those courses listed under the catalogue heading "Foundations of Education" may be of interest to the general student as well as to the prospective teacher, and by vote of the Committee for Teacher-Preparation Programs such courses may be elected by the general student. These courses may not satisfy the Uniform College Requirements for General Education but may be credited (with the approval of concerned departments) to related minor or major areas of study.

97

### FOUNDATIONS OF EDUCATION (Course Prefix FE)

#### PHILOSOPHY OF EDUCATION

- 301 The following matters will be considered in relationship to the processes and ends of education: the problem of self and social context, the structure of knowledge, and the structure of language and communication. Also offered as PH 301, Members of the Philosophy Department. 3sh. (Fall, Spring)

#### HISTORY OF EDUCATIONAL IDEAS

- 302 An examination of selected historical and philosophical ideas from antiquity to the present, and of the impact of these ideas on contemporary educational theory and practice in the United States. Members of the Education Department. 3sh. (Fall, Spring)



## COMPARATIVE EDUCATION

- 303 A comparative study of contemporary educational theory and practice in selected countries including the United States. The influence of political, ideological, economic, and cultural factors are considered, with emphasis on solutions given by the various countries to universal educational problems. Members of the Education Department. 3sh. (Fall, 1971; Spring, 1972)

## HISTORY OF AMERICAN EDUCATION

- 305 An analysis of the development of educational thought and practice in the United States within the context of American social, cultural, economic, and intellectual history. Members of the Education Department. 3sh. (Fall, Spring)

## MEASUREMENT AND EVALUATION

- 311 The following aspects of evaluation are studied: the construction of behavioral objectives, construction of achievement tests, calculation and interpretation of statistical techniques appropriate to testing, and analysis of selected standardized tests. D'Elia, Orlandi. 3sh. (Fall, Spring)

## PSYCHOLOGY OF LEARNING

- 322 Through analysis of the experimental study of the learning process, this course will attempt to achieve a better perspective on the process of human learning, particularly education. Also offered as PS 322. Members of the Behavioral Sciences Department. 3sh. (Spring, 1971)

## SOCIAL PSYCHOLOGY OF LEARNING

- 324 A study of student-teacher interaction in relation to the application of the principles of learning to classroom conditions. Also offered as PS 324. Members of the Behavioral Sciences Department. 3sh. (Spring, 1972)

## SOCIOLOGY OF EDUCATION

- 326 The school system is analyzed with reference to the nature of organizations and

clients. Topics examined include: problems of authority, organizational strain, leadership, formal and informal organization, career problems, professionalization of school personnel, peer groups, aspirations and mobility of clientele. Reciprocal relations of school and community will be considered with reference to such factors as social class, family and occupational system. Also offered as SO 326. Members of the Behavioral Sciences Department. 3 sh. (Spring)

## SOCIOLOGY OF THE URBAN SCHOOL COMMUNITY

- 327 A study of the political, economic, and social patterns associated with urban life as reflected in the major educational institutions of the city. Emphasis is placed on the impact of urban institutions on performance, aspirations, behavior, and mobility of students. Also offered as SO 327. Members of the Behavioral Sciences Department. 3sh. (Fall, Spring)

## DYNAMICS OF INTERPERSONAL RELATIONS FOR TEACHERS

- 328 Provides the student with the opportunity, as an active member, to participate in training 'group' ('T' Group) and other small group activities and exercises. These and supplementary activities enable the student to learn more about himself, group dynamics, and interpersonal relationships, and encourages him to extend his knowledge and skill and in working with individuals and groups. Gayzaglan. 3 sh. (Spring)

## HUMAN RELATIONS AND EDUCATION

- 329 Analyzes the problems of major racial and ethnic minorities in their efforts to become assimilated into American culture. Considers the history of these people and the role of the school and the history teacher in developing inter-group understanding. Denning, Goler. 3sh. (Fall, 1970)





## CURRICULUM REQUIREMENTS FOR MUSIC EDUCATION (24 sh)

### A. Prerequisite Course Requirement for Music Education

The professional program in music education requires that PS 263--Developmental Psychology be taken prior to formal admission. This course work must be completed within the Area I Distribution Requirement of the Uniform College Requirements.

### B. General Requirements for Music Education

The music education program of the College requires a professional studies sequence which includes course work in the humanistic and behavioral science foundations of Education, curriculum and teaching methodology, and apprentice teaching.

#### 1. Humanistic Foundations of Education--One course selected from the following:

FE 301--Philosophy of Education (3 sh)

FE 302--History of Educational Ideas (3 sh)

FE 303--Comparative Education (3 sh)

#### 2. Behavioral Science Foundations of Education:

FE 323--Dynamics of Interpersonal Relations for Teachers  
(3 sh)

#### 3. Curriculum and Teaching Methodology:

ME 391--Music in the Elementary Schools (3 sh)

ME 393--Music in the Secondary Schools (3 sh)

ME 395--Curriculum Development and Evaluation in Music  
Education (4 sh)

#### 4. Apprentice Teaching:

ME 491--Apprentice Teaching of Music in the Elementary School (4 sh)

ME 492--Apprentice Teaching of Music in the Secondary School (4 sh)

#### MUSIC EDUCATION (Course Prefix ME)

##### MUSIC IN THE ELEMENTARY SCHOOLS

- 391 Experience is given for the development of musical concepts by perception, analysis, and practice through the use of musical activities. Observations, demonstrations and actual apprentice teaching is provided as an integral part of the course. Ashley. 3sh. (Fall)

##### MUSIC IN THE SECONDARY SCHOOLS

- 393 Reviews the characteristics and attitudes of adolescence, and explores teacher attitudes as related to success in music teaching. Provides experience with a variety of approaches and activities appropriate to this level. Gayzagian. 3sh. (Fall, Spring)

##### CURRICULUM DEVELOPMENT AND EVALUATION IN MUSIC EDUCATION

- 395 An exploration of music programs, grades K-12, as they presently exist and as they could be organized to fit special situations. Principles of evaluation are studied relative to their effectiveness in measuring aptitude and achievement in music classes. Gayzagian. 4sh. (Fall, Spring)

##### APPRENTICE TEACHING OF MUSIC IN THE ELEMENTARY SCHOOL

- 491 Full-time apprentice teaching of music in public elementary schools under the supervision of qualified classroom teachers, administrators, music specialists, and members of the college faculty. Provides experience for the student in applying contemporary principles and techniques studied in music and music education courses, and in using a wide variety of materials and equipment. Prerequisite: ME 391. Ashley and Members of Music Department. 4sh. (Fall, Spring)

##### APPRENTICE TEACHING OF MUSIC IN THE SECONDARY SCHOOL

- 492 Full-time apprentice teaching in public secondary schools under the supervision of qualified music specialists, administrators, and members of the college faculty. Provides experience for the student in applying contemporary principles and techniques studied in music and music education courses. Prerequisite: ME 393. Gayzagian and Members of Music Department. 4sh. (Spring)

## CURRICULUM REQUIREMENTS FOR SECONDARY TEACHER-PREPARATION PROGRAMS (18-24 sh)

### A. Prerequisite Course Requirements for Secondary Programs

Secondary teacher-preparation programs of the College require 3 semester hours of course work from among the following offerings of the Department of Behavioral Sciences:

PS 262--Psychology of Adolescence

PS 263--Developmental Psychology

This course work may be completed within the Area I Distribution Requirement of the Uniform College Requirements or as part of a student's unrestricted course options.

### B. General Requirements for Secondary Programs

102

All secondary education programs of the College require a professional studies sequence which includes course work in the humanistic and behavioral science foundations of Education, curriculum and teaching methodology, and apprentice teaching.

1. Humanistic Foundations of Education--One course selected from the following:

FE 301--Philosophy of Education (3 sh)

FE 302--History of Educational Ideas (3 sh)

FE 303--Comparative Education (3 sh)

2. Behavioral Science Foundations of Education--One course from each of the following sub-groups:

#### a. Psychology of Learning

FE 322--Psychology of Learning (3 sh)

FE 324--Social Psychology of Learning (3 sh)



b. Sociology of Education

FE 326--Sociology of Education (3 sh)

FE 327--Sociology of the Urban School Community (3 sh)

3. Curriculum and Teaching Methodology--One course from the following listing which must be selected according to the student's subject-matter concentration:

SE 381--Curriculum and Teaching of Biology in the Secondary School (4 sh)

SE 382--Curriculum and Teaching of English in the Secondary School (4 sh)

SE 385--Curriculum and Teaching of Foreign Languages in the Secondary School (4 sh)

SE 387--Curriculum and Teaching of History in the Secondary School (4 sh)

4. Apprentice Teaching in the Secondary School--One course from the following listing which must be selected according to the student's subject-matter concentration:

SE 481--Apprentice Teaching of Biology in the Secondary School (8 sh)

SE 483--Apprentice Teaching of English in the Secondary School (8 sh)

SE 485--Apprentice Teaching of Foreign Languages in the Secondary School (8 sh)

SE 487--Apprentice Teaching of History in the Secondary School (8 sh)

5. Elective Courses for Secondary Education--The following courses are generally relevant for all prospective teachers, and secondary-education students are urged to select an additional 3 semester hours of course work from these offerings.

FE 311--Measurement and Evaluation (3 sh)

FE 328--Dynamics of Interpersonal Relations for Teachers (3 sh)

SECONDARY EDUCATION (Course Prefix SE)

THE CURRICULUM AND TEACHING OF BIOLOGY IN THE SECONDARY SCHOOL

- 381 An analysis of the methods and materials currently used in teaching the biological sciences. Recent curriculum trends are emphasized. Observation in secondary schools is an integral part of the course. Hinckley. 4sh. (Fall)

THE CURRICULUM AND TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

- 382 Analyses of the pedagogical implications of the kinds of knowledge imparted through the teaching of literature, composition, grammar and linguistics in the high school, of individual ego-strength and the teaching role, and of the concepts of method for levels of teaching. Introduction to teaching practice is provided through television micro-instruction and through simulated classroom instruction with high school students. Observation in the secondary schools is required. Foy and Members of the English Department. 4sh. (Spring)

THE CURRICULUM AND TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOL

- 385 An analysis of the methods and materials currently used in teaching foreign languages. Recent trends in the teaching of foreign languages in the secondary schools are considered, with particular reference to audio-lingual programs. Observation in secondary schools is required. Dragonas. 4sh. (Fall)

THE CURRICULUM AND TEACHING OF HISTORY IN THE SECONDARY SCHOOLS

- 387 An analysis of the problems of content and organization of social studies courses in both urban and suburban secondary schools. Attention is given to group processes; to varieties of instructional materials and methods, including directive and non-directive inquiry methods; to the developing multimedia projects in the various areas of the social studies; and to the specific problems of racial and ethnic minorities. Simulation and self-evaluation in the teaching role are emphasized.

Pre-requisite to the course is a formal observation program, carrying no credit, involving planned student visitation to secondary schools in the area. Students planning to apply for admission to the program in history education are encouraged to acquire backgrounds in the whole spectrum of social studies to supplement their major in history. Denning. 4sh. (Fall)

APPRENTICE TEACHING OF BIOLOGY IN THE SECONDARY SCHOOLS

- 481 Full-time apprentice teaching in public schools (urban and suburban) under the supervision of qualified teachers, principals, and members of the Biology Staff. Provides experience for the student in applying and extending his knowledge and ability in teaching biology as well as opportunity to participate in the total school program. Prerequisite: SE 381. Hinckley and Biology Staff. 8sh. (Fall)

#### APPRENTICE TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

- 483 Full-time apprentice teaching in public schools (urban and suburban) under the supervision of qualified teachers, principals, and members of the English Department. Provides experience for the student in applying and extending his knowledge and ability in teaching English as well as opportunity to participate in the total school program. Prerequisite: SE 382. Foy and Members of the English Department. 8sh. (Fall)

#### APPRENTICE TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOL

- 485 Full-time apprentice teaching in public schools (urban and suburban) under the supervision of qualified teachers, principals, and members of the Foreign Language Department. Provides experience for the student in applying and extending his knowledge and ability in teaching foreign languages as well as opportunity to participate in the total school program. Prerequisite: SE 385. Dragonis and Members of the Foreign Language Department. 8sh. (Fall)

#### APPRENTICE TEACHING OF HISTORY IN THE SECONDARY SCHOOLS

- 487 Full-time apprentice teaching in public schools (urban and suburban) under the supervision of qualified teachers, principals, and of members of the History Department. Provides experience for the student in applying and extending his knowledge and ability in teaching social studies as well as opportunity to participate in the total school program. Prerequisite: SE 387. Denning and Members of the History Department. 8 sh. (Fall)





## ELEMENTARY EDUCATION

Margaret Shannon, Chairman  
Department of Education



107

The Department of Education offers a major concentration in elementary education for those students enrolled in Bachelor of Arts degree programs who have satisfied the entrance requirements prescribed by the "Academic Policies Concerning Teacher-Preparation Programs." A concentration in elementary education consists of 32 semester hours of prescribed courses and is undertaken during the junior and senior years. Students intending to apply for admission to the program in elementary education must complete the Uniform College Requirements and at least 24 semester hours of a major academic concentration in any one of the following subjects prior to the beginning of their senior year: Art, English, French, History, Mathematics, Philosophy, Psychology, and Sociology. As part of the major academic concentration and/or the Uniform College Requirements such students must have completed during their first three years the following prerequisite courses: 6 semester hours of biological sciences, 6 semester hours of physical sciences, 6 semester hours of literature courses, 6 semester hours of mathematics,

6 semester hours of American history, and 3 semester hours in either PS 261--Child Development and Personality or PS 263--Developmental Psychology.

Students concentrating in elementary education are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with the Chairman of the Education Department. Students transferring to the College and who wish to concentrate in elementary education must make individual arrangements with the Chairman of the Education Department regarding satisfaction of underclass requirements.

#### CURRICULUM REQUIREMENTS FOR ELEMENTARY EDUCATION PROGRAMS (32 sh)

##### A. Prerequisite Course Requirements for Elementary Education

Elementary education programs of the College require 3 semester hours of course work from among the following offerings of the Department of Behavioral Sciences:

PS 261--Child Development and Personality (3 sh)  
PS 263--Developmental Psychology (3 sh)

This course work may be completed within the Area I Distribution Requirement of the Uniform College Requirements or as part of a student's unrestricted course options.

##### B. General Requirements for Elementary Education Programs

All elementary education programs of the College require a professional studies sequence which includes course work in the humanistic and behavioral science foundations of Education, curriculum and teaching methodology, and apprentice teaching.

1. Humanistic Foundations of Education--One course selected from the following:

FE 301--Philosophy of Education (3 sh)  
 FE 302--History of Educational Ideas (3 sh)  
 FE 303--Comparative Education (3 sh)  
 FE 305--History of American Education (3 sh)

2. Behavioral Science Foundations of Education--One course from each of the following sub-groups:

- a. FE 311--Measurement and Evaluation (3 sh)
- b. EE 339--Analysis of Teaching (3 sh)
- c. FE 326--Sociology of Education (3 sh)
- FE 327--Sociology of the Urban School Community (3 sh)

3. Curriculum and Teaching Methodology:

EE 341--Reading in the Elementary School (3 sh)  
 EE 342--Language and Literature in the Elem. School (3 sh)  
 EE 343--Mathematics and Science in the Elem. School (3 sh)  
 EE 344--Humanities and Social Studies in the Elem.Sch.(3 sh)

4. Apprentice Teaching:

EE 441--Apprentice Teaching in the Elementary School (8 sh)

109

RECOMMENDED COURSES OF STUDY FOR ELEMENTARY  
 EDUCATION CONCENTRATORS (BACHELOR OF ARTS)

Art and Elementary Education Concentrations

Uniform College Requirements	39
Concentration in Art	33
Concentration in Elementary Education	32
Unrestricted Electives	<u>6-18</u>
	122

### Freshman Year

AH 108--Introduction to the Visual Arts	3
EN 101--English Composition	3
Area II (Literature Elective)	3
Area I (Government Requirement Elective)	3
Foreign Language* or Electives	6
BI 101-102--General Biology	6
Area III (Mathematics Electives)	6
PE 001-002--Physical Education	<u>0</u>
	30

### Sophomore Year

Art History Electives	6
SA 211--Basic Design I	3
SA 228--Basic Drawing	3
Area II (Literature Elective)	3
Foreign Language* or Electives	6
American History Electives	6
Physical Science Electives	<u>6</u>
	33

### Junior Year

SA 225--Photography	3
SA 238--Painting I	3
SA 241--Graphics I	3
SA 252--Art and the Child	3
Area I (PS 261--Child Development and Personality or PS 263--Developmental Psychology)	3
Unrestricted Electives	6
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	30



## Senior Year

Art Electives	6
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	3
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	<u>8</u>
	29

\*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

## English and Elementary Education Concentrations

Uniform College Requirements	39
Concentration in English	36
Concentration in Elementary Education	32
Unrestricted Electives	<u>9-15</u>
	122

111

## Freshman Year

EN 132--Types of Literature	3
EN 141--Great Books of Antiquity	3
EN 101--English Composition	3
Area I (Government Requirement Elective)	3
Foreign Language* or Electives	6
BI 101-102--General Biology	6
Area III (Mathematics Electives)	6
PE 001-002--Physical Education	<u>0</u>
	30

### Sophomore Year

EN 231-232--History of English Literature	6
EN 241-242--History of American Literature	6
Foreign Language* or Electives	6
Area II (American History Electives)	6
Physical Science Electives	6
Area I (PS 261--Child Development and Personality or PS 263--Developmental Psychology)	<u>3</u>
	33

### Junior Year

EN 201--Expository Analysis or English Elective	3
EN 223--History and Development of the English Language	3
EN 413--Shakespeare	3
English Elective	3
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	<u>3</u>
	30

### Senior Year

English Electives	6
Unrestricted Electives	9
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	<u>8</u>
	29

\*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

## French and Elementary Education Concentrations

Uniform College Requirements	39
Concentration in French	40
Concentration in Elementary Education	32
Unrestricted Electives	<u>12</u>
	123

### Freshman Year

FR 191-192--Intensive French Review	6
EN 101--English Composition	3
Area I (Government Requirement Elective)	3
BI 101-102--General Biology	6
Area III (Mathematics Electives)	6
Area II (American History Electives)	6
PE 001-002--Physical Education	<u>0</u>
	30

### Sophomore Year

FR 251-252--Advanced French	8
FR 271-272--French Literature	6
General Education Electives	6
Unrestricted Electives	6
Physical Science Electives	<u>6</u>
	32

### Junior Year

FR 321--French Stylistics	3
FR 372--Applied Linguistics	3
French Literature Electives	6
FL 301-302--Language Laboratory Practicum	2
Unrestricted Electives	6
Area I (PS 261--Child Development and Personality or PS 263--Developmental Psychology)	3
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	32

### Senior Year

FR 472--Directed Study in French Literature	3
FL 383--Curriculum and Teaching of French in the Elementary School	3
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	3
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	<u>8</u>
	29

### History and Elementary Education Concentrations

Uniform College Requirements	39
Concentration in History	36
Concentration in Elementary Education	32
Unrestricted Electives	<u>9-15</u>
	122

### Freshman Year

HI 101--Classical Civilization or HI 105--European History to 1789	3
HI 106--European History since 1789	3
EN 101--English Composition	3
Area II (Literature Elective)	3
Foreign Language* or Electives	6
BI 101-102--General Biology	6
Area III (Mathematics Electives)	6
PE 001-002--Physical Education	<u>0</u>
	30



## Sophomore Year

HI 296--Introduction to Historical Study	3
American History Electives (200 course or above)	6
European History Elective (200 course or above)	3
Area II (Literature Elective)	3
Area I (Government Requirement Elective)	3
Foreign Language* or Electives	6
Physical Science Electives	6
Area I (PS 261--Child Development and Personality or PS 263--Developmental Psychology)	<u>3</u>
	33

## Junior Year

European History Elective (200 course or above)	3
African, Far Eastern, Near Eastern, or Latin American History Elective	3
American or European History Electives	6
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	<u>3</u>
	30

## Senior Year

Seminar in History	3
History Elective	3
Unrestricted Electives	9
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	<u>8</u>
	29

\*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

### Mathematics and Elementary Education Concentrations

Uniform College Requirements	39
Concentration in Mathematics	33
Concentration in Elementary Education	32
Unrestricted Electives	<u>12-18</u>
	122

#### Freshman Year

Mathematics Elective	3
MA 107--Introduction to Calculus	3
EN 101--English Composition	3
Area II (Literature Elective)	3
Area III (Foreign Language* or Electives)	6
BI 101-102--General Biology	6
American History Electives	6
PE 001-002--Physical Education	<u>0</u>
	30

#### Sophomore Year

MA 201--Calculus I	3
MA 202--Calculus II	3
Mathematics Electives	6
Area II (Literature Elective)	3
Area I (Government Requirement Elective)	3
Foreign Language* or Electives	6
Physical Science Electives	6
Area I (PS 261--Child Development and Personality or PS 263--Developmental Psychology)	<u>3</u>
	33

## Junior Year

MA 303--Calculus III	3
Mathematics Electives	9
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	3
	<u>30</u>

## Senior Year

Mathematics Elective	3
Unrestricted Electives	12
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	8
	<u>29</u>

117

\*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

## Philosophy and Elementary Education Concentrations

Uniform College Requirements	39
Concentration in Philosophy	30
Concentration in Elementary Education	32
Unrestricted Electives	<u>9-21</u>
	122

### Freshman Year

PH 201--Introduction to Philosophy	3
EN 101--English Composition	3
Area II (Literature Elective)	3
Area I (Government Requirement Elective)	3
Foreign Language* or Electives	6
BI 101-102--General Biology	6
American History Electives	6
PE 001-002--Physical Education	<u>0</u>
	30

### Sophomore Year

Philosophy Electives	9
Area II (Literature Elective)	3
Foreign Language* or Electives	6
Area III (Mathematics Electives)	6
Physical Science Electives	6
Area I (PS 261--Child Development and Personality or PS 263--Developmental Psychology)	<u>3</u>
	33

### Junior Year

History of Philosophy Elective	3
Philosophy Electives	9
Unrestricted Electives	9
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	30



## Senior Year

Philosophy Seminar	3
Philosophy Elective	3
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	3
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	<u>8</u>
	29

\*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

## Psychology and Elementary Education Concentrations

119

Uniform College Requirements	39
Concentration in Psychology	30-33
Concentration in Elementary Education	32
Unrestricted Electives	<u>6-18</u>
	122

## Freshman Year

PS 101--General Psychology	3
EN 101--English Composition	3
Area II (Literature Elective)	3
Area I (Government Requirement Elective)	3
Foreign Language* or Electives	6
BI 101-102--General Biology	6
Area III (Mathematics Electives including MA 203--Probability and Statistics I)	6
PE 001-002--Physical Education	<u>0</u>
	30

## Sophomore Year

PS 261--Child Development and Personality	3
Psychology Electives	9
Area II (Literature Elective)	3
Foreign Language* or Electives	6
American History Electives	6
Physical Science Electives	<u>6</u>
	33

## Junior Year

PS 376--Experimental Psychology	3
Psychology Electives	6
MA 203--Probability and Statistics I (if not previously taken) or Psychology Elective	3
Area I (Elective)	3
Unrestricted Electives	6
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	30

## Senior Year

PS 471--Seminar in Clinical Psychology	3
Psychology Elective	3
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	3
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	<u>8</u>
	29

\*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

## Sociology and Elementary Education Concentrations

Uniform College Requirements	39
Concentration in Sociology	30-33
Concentration in Elementary Education	32
Unrestricted Electives	<u>6-18</u>
	122

### Freshman Year

SO 102--Introduction to Sociology	3
EN 101--English Composition	3
Area II (Literature Elective)	3
Area I (Government Requirement Elective)	3
Foreign Language* or Electives	6
BI 101-102--General Biology	6
Area III (Mathematics Electives including MA 203--Probability and Statistics I)	6
PE 001-002--Physical Education	<u>0</u>
	30

121

### Sophomore Year

SO 201--Social Anthropology	3
SO 222--Contemporary Social Problems	3
Sociology Electives	6
Foreign Language* or Electives	6
American History Electives	6
Physical Science Electives	6
Area I (PS 261--Child Development and Personality or PS 263--Developmental Psychology)	<u>3</u>
	33

### Junior Year

SO 348--Research in Sociology	3
Sociology Electives	6
MA 203--Probability and Statistics I (if not previously taken) or Sociology Elective	3
Area II--(Literature Elective)	3
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 311--Measurement and Evaluation	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	<u>3</u>
	30

### Senior Year

Sociology Electives	6
EE 339--Analysis of Teaching	3
EE 341--Reading in the Elementary School	3
EE 342--Language and Literature	3
EE 343--Mathematics and Science	3
EE 344--Humanities and Social Studies	3
EE 441--Apprentice Teaching	<u>8</u>
	29

\*Cf. language requirement for the Bachelor of Arts degree. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.



DEPARTMENTAL COURSE OFFERINGS: ELEMENTARY EDUCATION

ELEMENTARY EDUCATION (Course Prefix EE)

ANALYSIS OF TEACHING

- 339 The study of selected principles of experimental, cognitive, and developmental psychology will be reviewed and applied to the teaching and learning of skills and concepts in the elementary school classroom. Study and practice is provided in the framing of behavioral objectives through task analysis. Instructional strategies for attaining goals of content, process, and social behavior will be derived from theories of reinforcement, concept acquisition, and intellectual development. Murphy. 3sh. (Fall, Spring)

READING IN THE ELEMENTARY SCHOOL

- 341 A critical analysis of fundamental issues and principles in the teaching of reading, including all phases of the elementary reading program. Particular attention is given to the assessment and use of a broad range of current materials and approaches designed for diagnostic and developmental teaching of reading. The research in reading and in allied disciplines is evaluated in terms of basic and applied values. Giovino, McParland, Shannon. 3sh. (Fall, Spring)

LANGUAGE AND LITERATURE IN THE ELEMENTARY SCHOOL

- 342 A course in the curriculum and teaching of language which examines the role of communication in the life of the child, analyzes procedures and materials for teaching oral and written communication, and develops procedures for organizing, teaching, and evaluating a literature program. Students develop a critical knowledge of a broad spectrum of literature for children. Biggy, Kiernan. 3sh. (Fall, Spring)

MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL

- 343 Analyzes new approaches in the curriculum and teaching of mathematics and science in the elementary school with emphasis on the examination of concepts which are most appropriate for the development of mathematics and science curricula for children. Particular attention is given to the analysis and use of current materials, multimedia approaches, and inductive and problem-solving techniques. Kopley and Staff 3sh. (Fall, Spring)

HUMANITIES AND SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

- 344 Examines conceptual approaches to the selection and organization of content for the teaching of the humanities and social studies in the elementary school. The major concern is the examination and evaluation of theories and strategies used in new programs, and the development and use of procedures to encourage thinking, discovery, and creativity. 3sh. (Fall, Spring)

APPRENTICE TEACHING IN THE ELEMENTARY SCHOOL

- 441 Full-time apprentice teaching in the public elementary schools under the supervision of qualified teachers, principals, and members of the Education Department. Provides experience for the student in applying and extending his knowledge and ability in teaching. A seminar in teaching is required as part of this clinical experience. Prerequisites: EE 339, 341, 342, 343, 344. Biggy and Members of the Education Department. 8sh. (Fall, Spring)

EDUCATION SEMINAR

- 461 Common concerns of beginning teachers such as professional relationships, ethics, school law, collective bargaining, careers in education, certification, graduate study, and critics of the schools are studied. Specialists in each of these areas are invited to participate as consultants. Prerequisite: EE 441. Cunningham. 2sh. (Fall, Spring)



## ENGLISH

William C. Burto, Chairman  
Department of English



125

The Department of English offers a major concentration, a second major concentration, and a minor area of study for students pursuing the Bachelor of Arts degree. Major concentrations in English consist of 30-45 semester hours of course work and must include EN 132, 141, 231, 232, 241, 242, 413 and 223 or 225. Students planning to teach in the secondary schools are also required to take EN 201, EN 385 or 386, and are urged to take EN 481, PH 307, and both EN 223 and 225. Admission to the professional program in English Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Preparation Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear under the catalogue section for Education. A minor area of study consists of 18-24 semester hours of course work and must include the following courses: EN 231, 232, 413, and one course in American literature.

Students concentrating in English are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their advisors or with the Chairman of the English Department. Students transferring to the College and who wish to concentrate in English must make individual arrangements with the Chairman of the English Department regarding satisfaction of underclass requirements.

# RECOMMENDED COURSES OF STUDY FOR ENGLISH CONCENTRATORS (BACHELOR OF ARTS)

	Teaching Program	Non-Teaching Programs
Uniform College Requirements	39	39
Concentration in English	39-45	30-45
Minor Subject		18-24
English Education	24	
Unrestricted Electives	<u>12-21</u>	<u>12-33</u>
	123	120

## I Basic Underclass Program for English Concentrators

### Freshman Year

EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (History Electives)	6
Area III (Foreign Language or Symbolics Electives)	6
EN 132--Types of Literature	3
EN 141--Great Books of Antiquity	3
PE 001-002--Physical Education	<u>0</u>
	30



## Sophomore Year

Area I (Behavioral+ or Social Sciences Elective)	3
Foreign Languages* or General Education Electives	6
General Education Electives	6
EN 231-232--History of English Literature	6
EN 241-242--History of American Literature	6
EN 223--History and Development of the English Language	<u>3</u>
	30

+Students who wish to select the Teacher Preparation Program in English Education must take PS 262--Psychology of Adolescence or PS 263--Developmental Psychology prior to the spring semester of their junior year.

\*Cf. language requirement for the Bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

127

## II Teacher Preparation Program in English Education

### Junior Year

EN 201--Expository Analysis	3
EN 413--Shakespeare	3
EN 225--Analysis of Modern English or PH 307--Philosophy of Language	3
PS 262--Psychology of Adolescence or Elective	3
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 322--Psychology of Learning or FE 324--Social Psychology of Learning	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
SE 382--Curriculum and Teaching of English in the Secondary School	4
English Electives or Unrestricted Electives	<u>6</u>
	31

Senior Year

SE 483--Apprentice Teaching of English in the Secondary School	8
EN 385--The Theory and Function of Criticism	3
EN 481--Literature for the Adolescent, or EN 491--Directed Studies in Literature, or EN 493--Directed Studies in Language Analysis	3
FE 311--Measurement and Evaluation	3
English Electives	6
Unrestricted Electives	<u>9</u>
	32

III Upperclass Program for English Concentrators (Non-teaching)

Junior Year

128

EN 413--Shakespeare	3
English Electives	6
Minor Subject Electives	9
Unrestricted Electives	<u>12</u>
	30

Senior Year

English Electives	0-15
Minor Subject Electives	9-15
Unrestricted Electives	<u>0-21</u>
	30

DEPARTMENTAL COURSE OFFERINGS:  
ENGLISH (Course Prefix EN)

ENGLISH COMPOSITION

- 101 The study and application of the principles of effective writing. Develops awareness of diction, style, and grammatical usage. 3 sh. (Fall)

ENGLISH FOR FOREIGN STUDENTS

- 103 Individualized English programs for the foreign student which include intensive practice in both reading and writing. Zaitchik. 3 sh. (Fall)

ENGLISH FOR FOREIGN STUDENTS

- 104 A continuation of EN 103. Zaitchik. 3 sh. (Spring)

TYPES OF LITERATURE

- 132 The study of the accepted literary types of poetry, drama, and prose fiction. EN 132 may not be taken for credit in addition to EN 133, 134, or 136. 3 sh. (Spring)

DRAMA

- 133 The study of dramatic genres from classical to contemporary periods. 3 sh. (Fall)

POETRY

- 134 The study of poetic forms. 3 sh. (Spring)

PROSE FICTION

- 136 A study of prose narrative, mainly exemplified by the short story and the novel. 3 sh. (Spring)

GREAT BOOKS OF ANTIQUITY

- 141 Representative literatures from the Bible, classical Greece, and imperial Rome are studied as embodiments of ancient views of life and reality. 3 sh. (Fall, Spring)

GREAT BOOKS OF THE MIDDLE AGES AND RENAISSANCE

- 143 Representative literary selections of the Middle Ages and Renaissance are studied as embodiments of Christian views of life and reality. 3 sh. (Fall)

GREAT BOOKS OF THE MODERN PERIOD

- 145 Representative literary selections from the period of the Enlightenment to the present are studied as embodiments of modern views of life and reality. 3 sh. (Fall)

CONTINENTAL FICTION IN TRANSLATION

- 146 The study of stories and novels by such authors as Tolstoy, Dostoyevsky, Flaubert, Stendhal, Proust, Gide, Mann, Kafka, Malraux, and Camus. 3 sh. (Spring)

LITERATURE OF THE BIBLE

- 147 A literary and historical analysis of selected books of the old and new testaments with emphasis upon mythological, typological, archetypal and scientific interpretations. 3 sh. (Fall, 1971)

MAJOR LITERARY MOVEMENTS

- 148 A study of neo-classicism, romanticism, and naturalism through representative selections of American, English, and continental literatures. Foy. 3 sh. (Spring, 1972)

EXPOSITORY ANALYSIS

- 201 An intensive investigation and application of the principles of modern exposition to college writing. 3 sh. (Fall)

GENERAL SEMANTICS

- 222 A study of the principles of general semantics, with special emphasis upon their relevance for persuasion and propaganda. 3 sh. (Spring, 1972)

# HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE

- 223 Examines English from an historical perspective as a basis for understanding the English language as it is now spoken and written. Studies the origin and development of English through phonetic, lexical, syntactical, and semantic shifts in the language from its beginnings to the present. Kansanniva. 3 sh. (Fall, Spring)

## ANALYSIS OF MODERN ENGLISH

- 225 Investigates the aims of grammatical and linguistic studies and the several meanings of grammar and examines the contemporary notions of structure, system, relation, and process. Students are expected to develop basic competency in phonological, traditional, and transformational analysis of English. Foy. 3 sh. (Fall, 1971)

## HISTORY OF ENGLISH LITERATURE I

- 231 The historical development of English literature from the beginnings to Milton. Selected works by representative authors from each period are studied. Burto, Friedman. 3 sh. (Fall)

## HISTORY OF ENGLISH LITERATURE II

- 232 The historical development of English literature from Dryden to the beginning of the twentieth century. Burto, Friedman. 3 sh. (Spring)

## HISTORY OF AMERICAN LITERATURE I

- 241 The historical development of American literature from the Colonial Period to the Civil War. Selected works by representative authors from each period are studied. Zaitchik. 3 sh. (Fall)

## HISTORY OF AMERICAN LITERATURE II

- 242 The historical development of American literature from the Civil War to World War I. Zaitchik. 3 sh. (Spring)

## STAGECRAFT

- 281 A functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into practice. Kansanniva. 3 sh. (Fall, Spring)

## ACTING

- 283 Studies and exercises in the elements and methods of acting. Projects are undertaken with an eye to public productions at the end of the semester. Tillson. 3 sh. (Fall)

## DIRECTING

- 284 Emphasizes the bases, principles, and procedures of play directing. Students will be required to direct one short play during the course. Tillson. 3 sh. (Spring)

## RACE RELATIONS IN AMERICAN HISTORY AND LITERATURE

- 317 Reading and discussion of historical documents, interpretations of history, fiction, poetry, and drama in an effort to understand the source and nature of racial attitudes in the United States. Also offered as HI 317. Haber and Bakkan. 3 sh. (Fall)

## LITERATURE OF THE MIDDLE AGES

- 321 Representative selections from the medieval period are studied, including the characteristic types: epic, lyric, chivalric romance, drama, fabliaux and ballads. Caliri. 3 sh. (Fall, 1970)



# LITERATURE OF THE SIXTEENTH CENTURY BRITISH NOVEL

- 323 A study of the prose and poetry of the sixteenth century, excluding the drama. Kramer. 3 sh. (Fall, 1970)
- 348 Reading and discussion of British novels from Defoe to the present. Rozen. 3 sh. (Spring, 1971)

# LITERATURE OF THE SEVENTEENTH CENTURY

- 324 A study of the major seventeenth century writers of prose and poetry against the philosophical and political background of the period. Rozen. 3 sh. (Spring, 1971)

# LITERATURE OF THE EIGHTEENTH CENTURY

- 326 An examination of the literature of the eighteenth century from Swift to Burns. 3 sh. (Spring, 1972)

# LITERATURE OF THE VICTORIAN PERIOD

- 328 A critical and historical study of the major writers of the Victorian Period in England. Both poetry and prose writers are considered, from Tennyson and Carlyle to the early Yeats and Pater. Guindon. 3 sh. (Spring, 1971)

# ENGLISH ROMANTIC POETRY

- 341 A study of Romanticism as seen through the writings of its major poets. Layden. 3 sh. (Fall, 1970)

# FEMININE TRADITION IN THE ENGLISH NOVEL

- 345 Selected novels of Jane Austen, Charlotte and Emily Bronte, George Eliot, Virginia Woolf, and Elizabeth Bowen will be read. Attention will be given to the problems faced by these writers, as well as to their individual achievements. McGowan. 3 sh. (Fall, 1971)

# LITERATURE OF MODERN IRELAND

- 351 Reading and discussion of modern Irish literature from Yeats and Joyce to the present. McGowan. 3 sh. (Fall, 1970)

# MODERN BRITISH LITERATURE

- 353 Reading and discussion of the work of such writers as Shaw, James, Conrad, Joyce, Lawrence, Yeats, and Eliot. 3 sh. (Fall, 1971)

# ENGLISH DRAMA TO 1603

- 361 A study of the development of English drama from the Middle Ages to 1603 (excluding Shakespeare). Kramer. 3 sh. (Fall, 1971)

# ENGLISH DRAMA 1603-1642

- 362 A study of Jacobean and Stuart drama (excluding Shakespeare). Kramer. 3 sh. (Spring, 1972)

# RESTORATION COMEDY

- 364 A study of representative playwrights of the Restoration period. Landman. 3 sh. (Spring, 1971)

# AMERICAN PURITANISM AS A LITERARY INFLUENCE

- 371 The "Puritan mind" as seen in the writings of selected Colonial writers. Analysis of Puritanism in confrontation with other value systems in nineteenth and twentieth century literature. Zaitchik. 3 sh. (Fall, 1971)

## AMERICAN NOVEL

- 372 A study of the development of the American novel within its historical and intellectual contexts. Zaitchik. 3 sh. (Spring, 1972)

## AMERICAN LITERATURE OF THE TWENTIETH CENTURY

- 373 A study of twentieth century American short stories, novels, poetry, and drama. Zaitchik. 3 sh. (Fall, 1971)

## MODERN POETRY

- 375 A study of representative American and British poets. 3 sh. (Fall, 1970)

## MODERN DRAMA

- 376 A study of representative modern plays from the late nineteenth century to the present. Tillson. 3 sh. (Spring, 1972)

## MODERN FICTION

- 377 A study of representative modern short stories and novels. Rozen. 3 sh. (Fall, 1970)

## COMEDY

- 381 A study of comic theory and drama from Aristophanes to the present. 3 sh. (Fall, 1970)

## TRAGEDY

- 382 A study of the theory and practice of tragedy from the Greeks to the present. Friedman. 3 sh. (Spring, 1971)

## THE EPIC

- 383 A study of epic forms and techniques from Antiquity through the Middle Ages. Friedman. 3 sh. (Fall, 1971)

## LITERATURE OF RELIGIOUS EXPERIENCE

- 384 A study of selected works by Herbert, Milton, Hopkins, and Eliot. Stein. 3 sh. (Spring, 1971)

## THE THEORY AND FUNCTION OF CRITICISM

- 385 Major theories of literary criticism, with particular attention to the critical theory of the twentieth century and to the problem of conflict between the creative act of the critic and the imaginative act of the artist. Foy. 3 sh. (Fall, 1971)

## MODERN LITERARY CRITICS

- 386 Reading and discussion of the critical works of such major nineteenth and twentieth century literary figures as Coleridge, Arnold, and T.S. Eliot. Haber. 3 sh. (Spring, 1971)

## RUSSIAN NOVEL

- 392 A study of Russian fiction, considering the national tradition against the background of contemporary literary and historical movements. Rozen. 3 sh. (Spring, 1972)

## SELECTED AUTHORS

- 401 An intensive study of a few authors' works. 3 sh. (Fall)

## SELECTED AUTHORS

- 402 An intensive study of a few authors' works. Not a continuation or repetition of EN 401. 3 sh. (Spring)

## CHAUCE

- 411 An intensive reading in Middle English of selected works. Kramer. 3 sh. (Fall, 1971)

## SPENSER

- 412 A study of the major works of Spenser with special emphasis on the Faerie Queene. Landman. 3 sh. (Spring, 1972)

## SHAKESPEARE I

- 413 A study of a selected number of the plays, including examples of the histories, tragedies, and comedies. Burto, Calliri, Friedman. 3 sh. (Fall)

## SHAKESPEARE II

- 414 A study of a selected number of plays not included in EN 413. Burto, Friedman. 3 sh. (Spring)

## MILTON

- 415 A study of Milton's poems and selected major prose works against the background of seventeenth century English life and thought. McGowan. 3 sh. (Fall, 1971)

## EMERSON AND HAWTHORNE

- 431 A study of the major ideas and literary techniques of Emerson and Hawthorne within the context of nineteenth century America. Zaitchik. 3 sh. (Fall, 1970)

## MELVILLE AND WHITMAN

- 432 A study of the major ideas and literary techniques of Melville and Whitman within the context of nineteenth century America. Zaitchik. 3 sh. (Spring, 1972)

133

## LITERATURE FOR THE ADOLESCENT

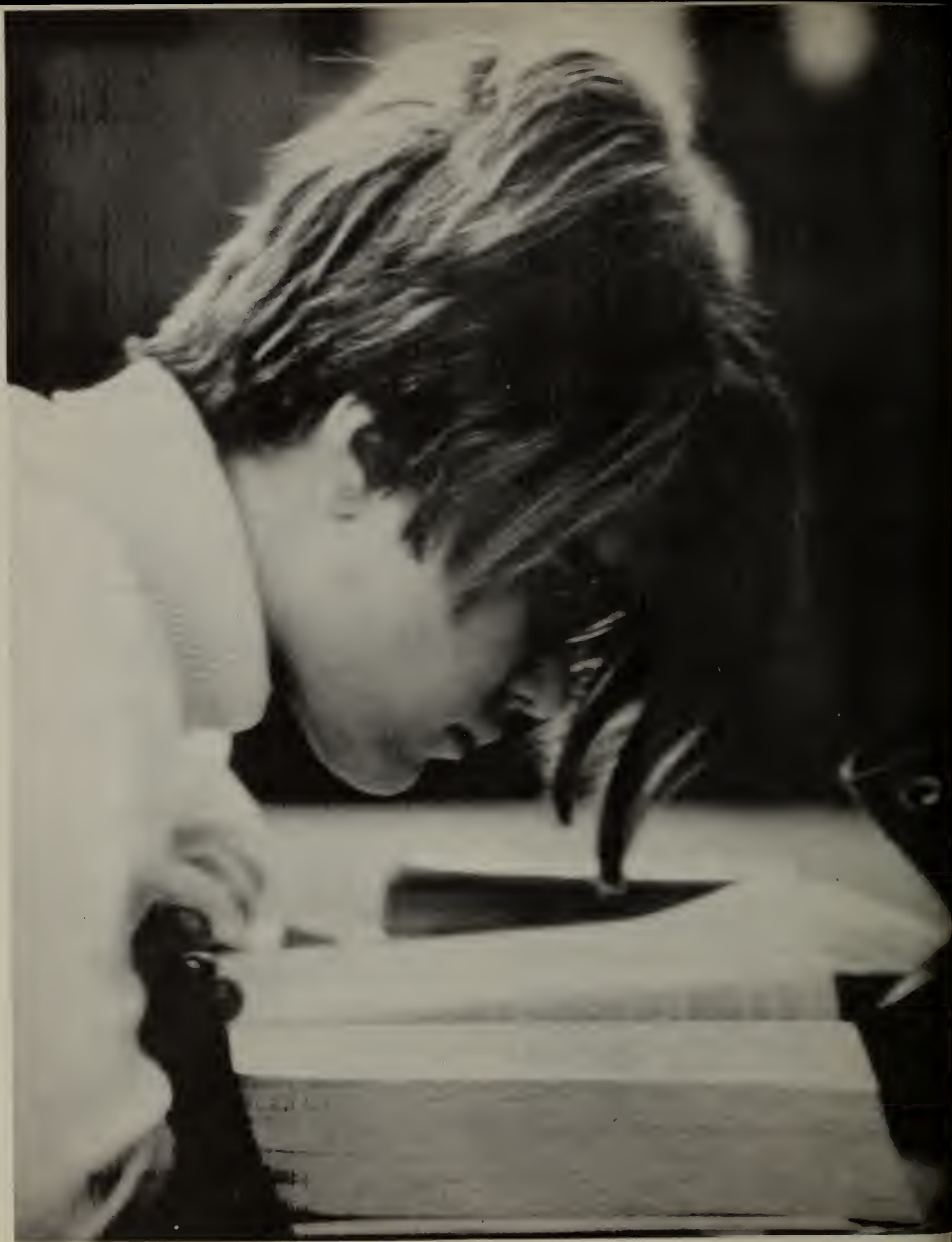
- 481 A study of literature for the adolescent, aimed at supplementing the required reading in the secondary school. Attention is given to the historical development of the literature for that age, as well as to the contemporary trends. Caliri. 3 sh. (Fall)

## DIRECTED STUDIES IN LITERATURE

- 491 The student, through regular and frequent consultation with his instructor, develops a course of directed reading in literature and defines a problem for individual research. 3 sh. (Fall, Spring)

## DIRECTED STUDIES IN LANGUAGE ANALYSIS

- 493 The student, through regular and frequent consultation with his instructor, develops a course of directed reading in linguistics, semantics, or stylistics, and defines a problem for individual research. 3 sh. (Fall, Spring)





## FOREIGN LANGUAGES

Joseph Garreau, Acting Chairman  
Department of Foreign Languages



135

The Department of Foreign Languages offers a major concentration and a second major concentration in French and a minor area of study in the following subjects: French, German, Spanish, and classics. A major concentration in French consists of 37-45 semester hours of course work in an established sequence of courses. A minor area of study in French, German, or Spanish consists of 18-24 semester hours of course work selected in consultation with appropriate members of the Department or with the Chairman of the Foreign Languages Department. A minor area of study in classics consists of 18-24 semester hours of course work selected in consultation with Dr. Bentas from the following course offerings of the College:

HI 101, 225, 226, 261, 378; CL 251, 252, 351, 352, 451, 452;  
PH 251; GK 101, 102, 201, 202, 301, 302; LA 101, 102, 201,  
202, 301, 302.

Students who matriculate for the Bachelor of Arts degree with a major concentration in French are required to begin their concentration in their freshman year. Those electing to major in French, either in the non-teaching or in the secondary teaching program, should minor in a second language--preferably Spanish for teacher-preparation students and German for students contemplating university graduate work. Related minor studies in Spanish or German should be initiated during the freshman year.

Admission to the professional program in Language Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Preparation Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear under the catalogue section for Education.

Students concentrating in French are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their advisors or with the Chairman of the Foreign Languages Department. Students transferring to the College and who wish to concentrate in French must make individual arrangements with the Chairman of the Foreign Languages Department regarding satisfaction of underclass requirements.

#### RECOMMENDED COURSES OF STUDY FOR FRENCH CONCENTRATORS (BACHELOR OF ARTS)

	Teaching Program	Non-teaching Programs
Uniform College Requirements	39	39
Concentration in French	39	38-44
Second Language Minor	19	24
Foreign Language Education	21-24	
Unrestricted Electives	<u>3- 6</u>	<u>15-21</u>
	124	122

## I Basic Underclass Program for French Concentrators

### Freshman Year

Area III (EN 101--English Composition)	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (History Electives)	6
FR 191-192--Intensive French Review	6
Second Language Electives	6
PE 001-002--Physical Education	<u>0</u>
	30

### Sophomore Year

Area I (Behavioral+ or Social Sciences Elective)	3
Area III (Symbolics Elective)	3
General Education Electives	6
FR 251-252--Advanced French	8
FR 271-272--Survey of French Literature	6
Second Language Electives	<u>6</u>
	32

137

+Students who wish to select the Teacher Preparation Program in Foreign Language Education must take PS 262--Psychology of Adolescence or PS 263--Developmental Psychology prior to the spring semester of their junior year.

## II Teacher Preparation Program in Foreign Language Education

### Junior Year

PS 262--Psychology of Adolescence, PS 263--Developmental Psychology, or General Education Elective	3
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 322--Psychology of Learning or FE 324--Social Psychology of Learning	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
FR 351--Stylistics	3
FR 372--Applied Linguistics	3
French Literature Electives	6
Second Language Electives	6
FL 301-302--Language Laboratory Practicum	<u>2</u>
	32

Senior Year

SE 385--Curriculum and Teaching of Foreign Languages in the Secondary School	4
SE 485--Apprentice Teaching of Foreign Languages in the Secondary School	8
FR 472--Directed Study in French Literature	3
French Literature Elective	3
General Education Electives	6
FE 311--Measurement and Evaluation or Elective	3
Unrestricted Elective	<u>3</u>
	30

III Upperclass Program for French Concentrators (Non-teaching)

Junior Year

FR 351--Stylistics	3
FR 372--Applied Linguistics	3
French Literature Electives	6
Second Language Electives	6
General Education Electives	6
Unrestricted Electives	<u>6</u>
	30

Senior Year

FR 451--Seminar in French Literature	3
FR 472--Directed Study in French Literature	3
Second Language Electives	6
General Education Elective	3
Unrestricted Electives	<u>15</u>
	30



DEPARTMENTAL COURSE OFFERINGS:  
FOREIGN LANGUAGES

I FRENCH (Course Prefix FR)

BEGINNING FRENCH I

- 101 An audio - lingual approach to the structure of contemporary French language based on performance method. Four hours weekly, including an hour in the Language Laboratory. Hayward, Clayton, Berlinghieri. 3 sh. (Fall)

BEGINNING FRENCH II

- 102 Continuation of FR 101. Hayward, Clayton, Berlinghieri. (Spring)

INTENSIVE FRENCH REVIEW I

- 191 Designed primarily for French majors. Prerequisite: four or five years of junior and senior high school French. Constant development of aural and oral skills, intensive reading, and written composition. Five and a half hours weekly, including an hour in the Language Laboratory. Clayton. 3 sh. (Fall)

INTENSIVE FRENCH REVIEW II

- 192 Continuation of FR 191. Clayton. 3 sh. (Spring)

READING AND CONVERSING IN FRENCH I

- 201 Readings selected from masterpieces of French Literature, especially those of the contemporary period. For students with an intermediate knowledge of French. May be used to satisfy the B.A. language requirement. Four hours weekly including an hour in the Language Laboratory. Hayward, Clayton, Vila, Bousquet. 3 sh. (Fall)

READING AND CONVERSING IN FRENCH II

- 202 Continuation of FR 201. Hayward, Clayton, Vila, Bousquet. 3 sh. (Spring)

SPOKEN FRENCH I

- 203 Drill in the basic patterns of spoken French with supervised conversation on topics of everyday interest. For students with an intermediate knowledge of French. May be used to satisfy the B.A. language requirement. Four hours weekly, including an hour in the Language Laboratory. Hayward, Clayton, Garreau, Bousquet. 3 sh. (Fall)

SPOKEN FRENCH II

- 204 Continuation of FR 203. Hayward, Clayton, Garreau, Bousquet. 3 sh. (Spring)

FRENCH CIVILIZATION I

- 221 Introduction to contemporary life in France in its social, economic, political, artistic, and spiritual aspects as gleaned from selected texts of contemporary authors. Conducted in French. Vila. 3 sh. (Fall, 1971)

FRENCH CIVILIZATION II

- 222 Continuation of FR 221. Vila. 3 sh (Spring, 1972)

ADVANCED FRENCH I

- 251 Prerequisite: FR 191 - 192 or exceptional preparation, e.g. students with bi-lingual background. Advanced training in rapid and idiomatic French speech and writing. Five and a half hours weekly, including an hour in the Language Laboratory. Vila. 4 sh. (Fall)

ADVANCED FRENCH II

- 252 Continuation of FR 251. Vila. 4 sh. (Spring)

FRENCH LITERATURE TO 1750

- 271 A study in depth of the more important literary movements and authors from the Middle Ages to the Age of Enlightenment. Conducted in French. Bousquet. 3 sh. (Fall)

## FRENCH LITERATURE SINCE 1750

- 272 Continuation of FR 271. Bousquet. 3 sh. (Spring)

## FRENCH LITERATURE OF THE MIDDLE AGES AND THE RENAISSANCE

- 301 Prerequisite: FR 271-272. A study of the chanson de geste, the courtly novel, the religious and secular theater of the Middle Ages, and of the prose and poetry of the Renaissance. Conducted in French. Garreau. 3 sh. (Fall, 1971)

## FRENCH LITERATURE OF THE SEVENTEENTH CENTURY

- 302 Prerequisite: FR 271-272. A study of the Classical period with special emphasis given to the theater. Lectures, discussions, readings, and reports. Conducted in French. Clayton. 3 sh. (Spring, 1972)

## FRENCH LITERATURE OF THE EIGHTEENTH CENTURY

- 303 Prerequisite: FR 271-272. A study of the Age of Enlightenment. Lectures, discussions, readings, and reports. Conducted in French. Clayton. 3 sh. (Fall, 1972)

## FRENCH LITERATURE OF THE NINETEENTH CENTURY

- 304 Prerequisite: FR 271-272. A study of the Romantic movement with emphasis on lyric poetry and drama, and of the Realist movement with emphasis on the novel. Conducted in French. Bousquet. 3 sh. (Spring, 1972)

## FRENCH LITERATURE OF THE TWENTIETH CENTURY I

- 305 Prerequisite: FR 271-272. A study of the various trends in the French novel since World War I. This will include an in-depth discussion of such authors as Gide, Giono, Mauriac, Malraux, Sartre, St-Exupéry, Camus, Robbe-Grillet, Sarraute, Duras, and Beckett. Conducted in French. Bousquet, Hayward. 3 sh. (Fall, 1970)

## FRENCH LITERATURE OF THE TWENTIETH CENTURY II

- 306 Continuation of FR 305. Bousquet, Hayward. 3 sh. (Spring, 1971)

## STYLISTICS

- 351 Prerequisite: FR 251-252. Analysis of various styles of writing through a study of representative authors. Development and acquisition of correct idiomatic style in written French. Garreau. 3 sh. (Fall)

## APPLIED LINGUISTICS

- 372 Prerequisite: FR 351. Linguistic analysis of French phonology, morphology, and syntax, and a systematic comparison of the structures of French and English. Three hours a week. Bousquet. 3 sh. (Spring)

## TWENTIETH CENTURY FRENCH DRAMA I

- 405 Open to French readers beyond the intermediate level. A critical study of such leading modern and contemporary French dramatists as Claudel, Cocteau, Giraudoux, Sartre, Camus, Montherlant, Beckett, Ionesco, and Genet. Conducted in French. Vila, Bousquet. 3 sh. (Fall, 1970)

## TWENTIETH CENTURY FRENCH DRAMA II

- 406 Continuation of FR 405. Vila, Bousquet. 3 sh. (Spring, 1971)

## SEMINAR IN FRENCH LITERATURE

- 451 Special topics of literary research open to French majors and to others with permission of the Department Chairman. One two-hour meeting per week. Topic of research for 1970: "The American Myth from Montaigne to Jean-Jacques Rousseau." Vila. 3 sh. (Fall)

## DIRECTED STUDY IN FRENCH LITERATURE

- 472 Individual research projects for French majors. The student, through regular and frequent consultation with his instructor, develops a course of directed reading in

French literature and defines a problem for individual research. The student's findings are presented in a paper of significant proportions. 3 sh. (Fall, Spring)

## II GERMAN (Course Prefix GM)

### BEGINNING GERMAN I

- 101 An audio-lingual approach to the structure of contemporary German language, with emphasis on grammar and elementary reading and writing. Four hours weekly, including an hour in the Language Laboratory. Wunderlich. 3 sh. (Fall)

### BEGINNING GERMAN II

- 102 Continuation of GM 101. Wunderlich. 3 sh. (Spring)

### INTERMEDIATE GERMAN I

- 201 Continuation of GM 102 into the intermediate level. Four hours weekly, including an hour in the Language Laboratory. Wunderlich. 3 sh. (Fall)

### INTERMEDIATE GERMAN II

- 202 Continuation of GM 201. Wunderlich. 3 sh. (Spring)

### ADVANCED GERMAN I

- 251 Prerequisite: GM 201-202. Advanced training in rapid and idiomatic German speech and writing. Four hours weekly, including an hour in the Language Laboratory. Wunderlich. 3 sh. (Fall)

### ADVANCED GERMAN II

- 252 Continuation of GM 251. Wunderlich. 3 sh. (Spring)

### GERMAN LITERATURE TO 1750

- 271 A study in-depth of the most important literary movements and authors from the Medieval Period to Romanticism. Conducted in German and English. Wunderlich. 3 sh. (Fall, 1971)

### GERMAN LITERATURE SINCE 1750

- 272 Continuation of GM 271. Wunderlich. 3 sh. (Spring, 1972)

### NIETZSCHE'S ALSO SPRACH ZARATHUSTRA

- 451 Critical study and explication of Also Sprach Zarathustra. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as PH 451. Smith. 3 sh. (Fall, 1972)

### GOETHE'S FAUST

- 452 A detailed study of Faust. Open only to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as PH 452. Smith. 3 sh. (By demand)

### KAFKA

- 453 A careful study of Kafka's Der Prozess. Both secular and religious interpretations will be attempted. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as PH 453. Smith. 3 sh. (By demand)

### THE POETRY OF R. M. RILKE

- 454 Critical study and explication of selections taken from Rilke's poetry, prose, and letters. Open only to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as PH 454. Smith. 3 sh. (By demand)

### III ITALIAN (Course Prefix IT)

#### BEGINNING ITALIAN I

- 101 An audio-lingual approach to the structure of contemporary Italian with emphasis on grammar, elementary reading, and writing. Four hours weekly, including an hour in the Language Laboratory. Berlinghieri. 3 sh. (Fall)



#### BEGINNING ITALIAN II

- 102 Continuation of IT 101. Berlinghieri. 3 sh. (Spring)

#### INTERMEDIATE ITALIAN I

- 201 Continuation of IT 102 into the intermediate level. Four hours weekly, including an hour in the Language Laboratory. Berlinghieri. 3 sh. (Fall)

#### INTERMEDIATE ITALIAN II

- 202 Continuation of IT 201. Berlinghieri. 3 sh. (Spring)

#### IV SPANISH (Course Prefix SP)

##### BEGINNING SPANISH I

- 101 An audio-lingual approach to the structure of contemporary Spanish, with emphasis on grammar, elementary reading, and writing. Four hours weekly, including an hour in the Language Laboratory. Clayton. 3 sh. (Fall)

##### BEGINNING SPANISH II

- 102 Continuation of SP 101. Clayton. 3 sh. (Spring)

##### INTERMEDIATE SPANISH I

- 201 Continuation of SP 101 into the intermediate level. Four hours weekly including an hour in the Language Laboratory. Clayton. 3 sh. (Fall)

##### INTERMEDIATE SPANISH II

- 202 Continuation of SP 201. Clayton. 3 sh. (Spring)

##### ADVANCED SPANISH I

- 251 Prerequisite: SP 201-202. Advanced training in rapid and idiomatic Spanish speech and writing. Four hours weekly, including an hour in the Language Laboratory. 3 sh. (Fall)

#### ADVANCED SPANISH II

- 252 Continuation of SP 251. 3 sh. (Spring)

#### INTRODUCTION TO SPANISH LITERATURE

- 271 An introduction to significant literary works by such important modern authors as Unamuno, Lorca, and Machado. A brief survey of the contemporary Spanish scene is included. Conducted in Spanish and English. Three hours a week. 3 sh. (Fall)

#### INTRODUCTION TO LATIN AMERICAN LITERATURE

- 272 A survey of the Latin American social and political scene, and an introduction to literary works by major contemporary authors of South and Central America. Conducted in Spanish and English. Three hours a week. 3 sh. (Spring)

#### V GREEK (Course Prefix GK)

##### ELEMENTARY GREEK I

- 101 No previous knowledge of Greek required. The aims are basic oral expression, aural comprehension, and elementary reading and writing in modern and ancient Greek. Bentas. 3 sh. (Fall)

##### ELEMENTARY GREEK II

- 102 Continuation of GK 101, with an introduction to readings in Greek literature, both prose and poetry. A good foundation for advanced study in modern or classical Greek. Prerequisite: GK 101, or equivalent with permission of instructor. Bentas. 3 sh. (Spring)

##### INTERMEDIATE GREEK I

- 201 Review and development of audio-lingual skill, writing, and reading in Greek, followed by the reading of Greek texts taken from the Classical, Byzantine, and



Modern periods. Prerequisite: GK 101-102, or equivalent with permission of instructor. Bentas. 3 sh. (Fall, 1971)

#### INTERMEDIATE GREEK II

- 202 Continuation of GK 201. Bentas. 3 sh. (Spring)

#### GREEK CLASSICS I

- 301 Concentrated readings in particular authors of Greek literature, such as Homer, Herodotus, Xenophon, Plato, and the dramatists. Prerequisite: GK 202, or equivalent with permission of instructor. Three hours a week. Bentas. 3 sh. (Fall, 1970)

#### GREEK CLASSICS II

- 302 Continuation of Greek 301. Prerequisite: GK 201-202, or equivalent with permission of instructor. Bentas. 3 sh. (Spring, 1971)

#### VI LATIN (Course Prefix LA)

##### ELEMENTARY LATIN I

- 101 A course for beginners and for students wishing to review the elements of Latin, and to acquire, thereby, an ability to read selected passages from Latin authors. Bentas. 3 sh. (Fall, 1970)

##### ELEMENTARY LATIN II

- 102 Continuation of LA 101, with special attention devoted to the translation, analysis, and class discussion of selected passages from Latin authors, illustrating the life, culture, and contribution of ancient Rome to the modern world. Bentas. 3 sh. (Spring, 1971)

#### INTERMEDIATE LATIN I

- 201 Readings from Latin prose and poetry, with special attention to the works of one or two authors, such as Cicero and Vergil. Prerequisite: LA 101-102. Bentas. 3 sh. (Fall, 1970)

#### INTERMEDIATE LATIN II

- 202 Continuation of LA 201. Bentas. 3 sh. (Spring, 1971)

#### LATIN CLASSICS I

- 301 Concentrated readings in particular authors of Latin literature, such as Livy, Tacitus, Horace, Juvenal, Catallus, Ovid, and Medieval Latin writers. Prerequisite: LA 201-202, or four years of high school Latin. Three hours a week. Bentas. 3 sh. (Fall, 1971)

#### LATIN CLASSICS II

- 302 Continuation of LA 301. Bentas. 3 sh. (Spring, 1972)

#### VII CLASSICS (Course Prefix CL)

Courses listed under this heading are conducted in English and do not satisfy the several language requirements of the College.

#### GREAT BOOKS OF GREECE AND ROME I

- 251 A study in the meaning and importance of the Greek pagan masterpieces, which are read in the best translations. (Subject to demand of Classics minors). Bentas. 3 sh.

#### GREAT BOOKS OF GREECE AND ROME II

- 252 Continuation of CL 251. (Subject to demand of Classics minors). Bentas. 3 sh.

#### CLASSICAL DRAMA I

- 351 Group reading of great plays; discussion of their meaning and importance; lectures on the Greek theatre; the origins of tragedy and comedy, the nature of drama, and the special achievements of each dramatist. Prerequisite: consent of instructor. (Subject to demand of Classics minors). Bentas. 3 sh.

## CLASSICAL DRAMA II

- 352 Continuation of Classical Drama I, with concentration on the Roman dramatists. Prerequisite: consent of instructor. (Subject to demand of Classics minors). Bentas. 3 sh.

## GREEK THOUGHT

- 451 The Greek view of man and nature as revealed in myth, philosophy, science, history, art, and literature, and their relation to the modern age. Prerequisite: consent of instructor. (Subject to demand of Classics minors). Bentas. 3 sh.

## THE ROMAN MIND

- 452 The Roman view of man and nature as revealed in law, government, social institutions, legend, and religion, and their relation to the modern world. Prerequisite: consent of Instructor. (Subject to demand of Classics minors). Bentas. 3 sh.

## VIII FOREIGN LANGUAGE INSTRUCTION (Course Prefix FL)

### LANGUAGE LABORATORY PRACTICUM

- 301 Through observation and participation in the Language Laboratory of the College, the student becomes familiar with the materials and teaching-learning situation of the foreign language media center. Open only to foreign language concentrators. Haywood and Members of the Department. 1 sh. (Fall)

### LANGUAGE LABORATORY PRACTICUM

- 302 A continuation of FL 301. Haywood and Members of the Department. 1 sh. (Spring)

### THE CURRICULUM AND TEACHING OF FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

- 383 An analysis of the methods and materials currently used in teaching foreign languages. Recent trends in the teaching of foreign languages in the elementary schools are considered, with particular reference to audio-lingual programs. Dragonas. 3 sh. (Fall)

## HEALTH AND PHYSICAL EDUCATION

Elizabeth Neilson, Chairman  
Department of Health and Physical  
Education

The Department of Health and Physical Education provides basic course sequences in health and in physical education, the aims of which are the development of an appreciation of the value of intelligent participation in motor activities and the maintenance of sound health habits. Physical Education programs for men and women are complemented by those activities sponsored by the Men's Athletic Association and the Women's Recreational Organization. In addition to the facilities of the College, the Department of Health and Physical Education also utilizes the physical education facilities of Lowell Technological Institute.

The Department is interested in serving the individual needs of all students and whenever possible will make the College facilities available to individuals or groups for physical activities. Interested students should consult members of the Department for scheduling individual or intramural activities. A minimum of one year of required physical education must be completed by each student (subject to the exceptions specified by the Uniform College Requirements). Students are advised that graduation will be denied to those students who fail to satisfy the physical activities requirement by the end of their senior year.







DEPARTMENTAL COURSE OFFERINGS:  
HEALTH AND PHYSICAL EDUCATION

I HEALTH (Course Prefix HL)

ADVANCES IN HEALTH SCIENCES

- 201 A study of the personal aspects of healthful living, with special emphasis upon those scientific concepts which contribute to the prevention of individual illness and the maintenance of individual mental and physical well being. 3sh. (Fall, Spring)

CRITICAL ANALYSIS OF CURRENT HEALTH PROBLEMS

- 202 A study of the prevention and control of community health problems in relation to society's concepts, attitudes, and practices of health. 3sh. (Fall, Spring)

II PHYSICAL EDUCATION (Course Prefix PE)

PHYSICAL EDUCATION FOR WOMEN I

- 001 This course seeks to develop organic vigor, agility, balance, flexibility, coordination, and efficient body movement through body conditioning exercises and team activities. Legault, Pharnes. No Credit. (Fall)

PHYSICAL EDUCATION FOR MEN I

- 001 Physical education for men is devoted to the attainment of physical fitness through gymnastics and team sports. Ciszek. No Credit (Fall)

PHYSICAL EDUCATION FOR WOMEN II

- 002 This course encourages daily regimen of activities through individual performance of various levels of physical fitness. A program of rhythms is offered with emphasis upon square dancing, folk dancing, and group activities. Legault, Pharnes. No Credit. (Spring)

PHYSICAL EDUCATION FOR MEN II

- 002 This course provides increased loads of physical activities which center around body mechanics, tumbling, wrestling, weight-lifting, and team activities. Ciszek. No Credit. (Spring)



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## HISTORY

Patricia Goler, Chairman  
Department of History



149

The Department of History offers a major concentration, a second major concentration, and a minor area of study in history for students pursuing the Bachelor of Arts degree. The Department also offers a minor area of study in government and (in cooperation with the Department of Foreign Languages) a minor area of study in classical civilization.

Major concentrations in history consist of 30-45 semester hours of course work and must include HI 101--Classical Civilization, or HI 105--European History to 1789, and HI 106--European History since 1789; HI 296--Introduction to Historical Study; a seminar in history; one course in Far Eastern, Near Eastern, African, or Latin American History; two courses on or above the 200 level in both European and American history; and two additional courses in either European or American history.

Admission to the professional program in History Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Preparation Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear under the catalogue section for Education.

A minor area of study in history or government consists of 18-24 semester hours of course work selected in consultation with advisors and in accordance with such recommendations of the History Department as are available from Dr. Goler. A minor area of study in classical civilization consists of 18-24 semester hours of course work selected from those courses listed for classical civilization which appear in the descriptions of programs offered by the Department of Foreign Languages. Students interested in the minor area of study in classical civilization should consult Dr. Bentas before undertaking course work for this minor.

Students concentrating in history are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their advisors or with the Chairman of the History Department. Students transferring to the College and who wish to concentrate in history must make individual arrangements with the Chairman of the History Department regarding satisfaction of underclass requirements.



RECOMMENDED COURSES OF STUDY FOR  
HISTORY CONCENTRATORS (BACHELOR OF ARTS)

	Teaching Program	Non-teaching Programs
Uniform College Requirements	39	39
Concentration in History	36-45	36-45
Minor Subject		18-24
History Education	21-24	
Unrestricted Electives	9-12	12-27
	<hr/> 120	<hr/> 120

I Basic Underclass Program for History Concentrators

Freshman Year

151

EN 101--English Composition	3
Laboratory Science Requirement (Science Electives)	6
Area I (Government Requirement Elective)	3
Area II (Literature Electives)	6
Area III (Foreign Language or Symbolics Electives)	6
HI 101--Classical Civilization or HI 105--European History to 1789; HI 106--European History Since 1789	6
PE 001-002--Physical Education	<hr/> 0
	30

## Sophomore Year

Area I (Behavioral+ or Health Sciences Elective)	3
Foreign Languages* or General Education Electives	6
General Education Electives	6
HI 296--Introduction to Historical Study	3
American History Electives (200 level or above)	6
European History Electives (200 level or above)	<u>6</u>
	30

+Students who wish to select the Teacher Preparation Program in History Education must take PS 262--Psychology of Adolescence or PS 263--Developmental Psychology prior to the spring semester of their junior year.

\*Cf. language requirement for the Bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses of their choice.

152

## II Teacher Preparation Program in History Education

### Junior Year

History Elective (African, Far Eastern, Near Eastern, or Latin American)	3
American or European History Electives	6
Seminar in History	3
PS 262--Psychology of Adolescence, PS 263-- Developmental Psychology, or Elective	3
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 322--Psychology of Learning or FE 324--Social Psychology of Learning	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
Unrestricted Electives	<u>6</u>
	30

## Senior Year

SE 387--Curriculum and Teaching of History in the Secondary School	4
SE 487--Apprentice Teaching of History in the Secondary School	8
HI 443--Directed Studies in History	3
History Electives or Unrestricted Electives	9
FE 311--Measurement and Evaluation, FE 328--Dynamics of Interpersonal Relations for Teachers, or Unrestricted Elective	3
Unrestricted Elective	<u>3</u>
	30

## III Upperclass Program for History Concentrators (Non-teaching)

### Junior Year

History Elective (African, Far Eastern, Near Eastern, or Latin American)	3
American or European History Electives	6
Seminar in History	3
History Elective	3
Minor Subject Electives	9
Unrestricted Electives	<u>6</u>
	30

### Senior Year

Minor Subject Electives	9-15
History Electives or Unrestricted Electives	9
Unrestricted Electives	<u>6-12</u>
	30

# DEPARTMENTAL COURSE OFFERINGS: HISTORY

## I HISTORY (Course Prefix HD)

### CLASSICAL CIVILIZATION

- 101 The political, social and cultural history of the Graeco-Roman world from the Age of Heroes to the fall of the Roman Empire. 3 sh. (Fall, Spring)

### EUROPEAN HISTORY TO 1789

- 105 Traces the major forces in the development of European history from the fall of the Roman Empire to 1789. 3 sh. (Fall, Spring)

### EUROPEAN HISTORY SINCE 1789

- 106 Examines the major forces in the development of modern European history from the French Revolution to the present. 3 sh. (Fall, Spring)

### UNITED STATES HISTORY TO 1877

- 111 Traces the development of American history and institutions from colonization to the end of Reconstruction. 3 sh. (Fall, Spring)

### UNITED STATES HISTORY SINCE 1877

- 112 Examines significant developments in American history from the end of the Reconstruction period to the present. Norton. 3 sh. (Fall, 1971; Spring, 1971, 1972)

### TOPICS IN AMERICAN HISTORY TO 1877

- 121 Analysis of selected topics in American history from the Colonial Period through the Civil War. 3 sh. (Fall, Spring)

### TOPICS IN AMERICAN HISTORY SINCE 1877

- 122 Analysis of selected topics in American history from Reconstruction to the present. 3 sh. (Fall, Spring)

# PREHISTORY AND THE BEGINNING OF CIVILIZATION

- 211 The prehistory of human society. Topics include: the archaeological and anthropological evidence, the problem of the genesis of civilization, the spread of the higher cultures, and the emergence of the classical civilizations in the Old and New Worlds. Derry. 3 sh. (Fall, 1971)

## EUROPE IN THE MIDDLE AGES

- 213 A survey of European history during the formative period: from the fall of the western Roman Empire through the thirteenth century. Derry. 3 sh. (Fall, 1971)

## RENAISSANCE AND REFORMATION, 1300-1555

- 217 An analysis of European civilization from the High Middle Ages to the mid-sixteenth century. The emphasis is on the breakup of the medieval world and the political, cultural, economic and religious changes associated with the Renaissance and Reformation eras. P. Blewett. 3 sh. (Fall, 1970)

## EUROPE IN THE 17-18th CENTURIES

- 218 The course gives attention to the intellectual and political climates of opinion as well as the social and economic institutions of the Old Regime. Blewett. 3 sh. (Spring, 1971)

## EUROPE IN THE NINETEENTH CENTURY

- 221 Traces the developments in nineteenth century Europe from the Congress of Vienna to the crisis of national imperialism. Emphasis is on nationalism, industrialism and the changing patterns of power. Goler. 3 sh. (Fall, 1970)

## EUROPE IN THE TWENTIETH CENTURY

- 222 An examination of selected topics in European history from 1914 to the present: World War I, the Versailles conference,



unrest and the collapse of collective security, the rise of Communism, Fascism and Nazism, World War II and post-war developments. Shea. 3 sh. (Spring)

#### ANCIENT GREEK HISTORY & CIVILIZATION

- 225 A study of Greek history, institutions and culture from Mycenaean times through the Hellenistic period. Bentas. 3 sh. (Fall, 1970)

#### ROMAN HISTORY AND CIVILIZATION

- 226 An analysis of the history, institutions and culture of the Roman Republic and Empire from earliest times to 330 A.D. Bentas. 3 sh. (Spring, 1971)

#### COLONIAL AMERICA: HISTORY AND CULTURE

- 231 Seventeenth century America, with emphasis on the relationship between European cultural patterns and the American environment. Carroll. 3 sh. (Fall)

#### THE COMING OF THE AMERICAN REVOLUTION

- 232 Eighteenth century America, with emphasis on topics related to the development of the conflict between the Colonies and England. Carroll. 3 sh. (Spring)

#### THE NATIONAL PERIOD

- 233 A study of the period during which America united "to form a more perfect union." Special emphasis on the origins of Jeffersonian and Jacksonian democracy and their social content, reform movements and the origin of abolitionism. Norton, Bergeron. 3 sh. (Fall, Spring)

#### CIVIL WAR AND RECONSTRUCTION

- 234 Examines the Civil War and Reconstruction in terms not only of events but also of the traditional and revisionist interpretations. Bergeron, Norton. 3 sh. (Fall, Spring)

#### LATIN AMERICAN HISTORY TO 1824

- 241 A survey of the history and institutions of Latin America from the beginnings of the colonial era through the period of independence. Luter. 3 sh. (Fall, 1970)

#### LATIN AMERICAN HISTORY SINCE 1824

- 242 Selected topics in the history of Latin America from the period of independence to the present. Luter. 3 sh. (Spring, 1971)

#### HISTORY OF MODERN GERMANY

- 245 A survey of nineteenth and twentieth century Germany, with special attention given to the years between the two world wars. Ostrofsky. 3 sh. (Fall, 1970)

#### HISTORY OF JAPAN SINCE 1600

- 249 A study of traditional Japanese institutions and the transformation of Japan into a modern state after 1868; the Tokugawa shogunate, Meiji restoration, Russo-Japanese War, world power status, militarism and World War II, and present day Japan. Shea. 3 sh. (Fall, 1971)

#### HISTORICAL DEVELOPMENT OF NATIONALISM

- 251 A survey of the growth of nationalist ideas in Europe and an analysis of the problems of national development in the non-western world since World War II. Hayford. 3 sh. (Fall)

#### HISTORY OF RUSSIA TO 1796

- 257 The growth of the Russian state: Varangian origins, the Kievan state, conversion to Christianity, Mongol domination, the rise of the Archduchy of Muscovy, Europeanization and expansion under Peter the Great and Catherine the Great. Shea. 3 sh. (Fall)

## HISTORY OF RUSSIA IN THE 19-20th CENTURIES

- 258 Selected topics in Modern Russian history: political and social reforms of the nineteenth century, international policies in Europe and Asia, the 1917 Revolutions, development of the new regime under Lenin, Stalinist policies, and World War II and Russian expansion. Shea. 3 sh. (Spring)

## GREEK AND ROMAN HISTORIANS

- 261 Extensive reading and analysis of important Greek and Roman historians in English translation. Historians studied include Herodotus, Thucydides, Xenophon, Livy, Tacitus, and Procopius. Bentas. 3 sh. (Fall, 1971)

## THE WORLD IN THE TWENTIETH CENTURY

- 264 Traces the increasing interdependence of the different areas of the world and their inter-relations during the twentieth century. Hayford. 3 sh. (Spring)

## MAJOR ISSUES IN CURRENT AMERICA

- 266 An examination of the significant issues facing America: the Vietnam war, the Black Liberation movement, and the Cold War. Students will determine the actual issues to be studied. Goler. 3 sh. (Spring, 1972)

## AMERICAN DIPLOMATIC HISTORY TO 1865

- 271 A study of the development, significant changes, and major encounters in American diplomacy from the foundation of the Republic through the Civil War. Donovan. 3 sh. (Fall)

## AMERICAN DIPLOMATIC HISTORY SINCE 1865

- 272 A study of the growth, evolution, and challenges in American diplomacy from the post-Civil War period to the present. Donovan. 3 sh. (Spring)

## ETHNIC GROUPS IN AMERICAN LIFE

- 277 An examination of the importance of ethnic groups in American history. The course will treat several major ethnic groups and their assimilation or non-assimilation into American life. Field work and research on ethnic groups in the Merrimack Valley. Bakken. 3 sh. (Fall, 1971)

## MODERN POLITICAL THEORY

- 282 A survey of political theory from the fifteenth century to modern times: the theoretical foundations of the modern state, morals and politics, sovereignty, absolutism, liberalism, conservatism, democracy, radicalism. Also offered as GO 282. Denning. 3 sh. (Spring, 1972)

## INTRODUCTION TO HISTORICAL STUDY

- 296 This course introduces the undergraduate student to what the historian does. In addition to analysis of significant historical and historiographical concepts, emphasis is on methods of research and bibliography, the evaluation of evidence, and the technical and stylistic problems involved in the presentation of research in scholarly form. Required for all history majors in sophomore year. 3 sh. (Spring)

## UNITED STATES HISTORY, 1890 - 1940

- 301 An analysis of domestic development and foreign policy of the United States from 1890 - 1940. M. Blewett. 3 sh. (Fall)

## UNITED STATES HISTORY SINCE 1941

- 302 An examination of the foreign and domestic policies of the United States since 1941. M. Blewett. 3 sh. (Spring)

## AMERICAN INTELLECTUAL HISTORY TO 1865

- 305 Selected topics in intellectual history from colonial times to the Civil War. Examines the major intellectual currents and the interaction between ideas and social structure. Topics include Puritanism, political

philosophy, the pursuit of an American style, slavery and the sectional conflict, Transcendentalism and social reform, Social Darwinism. Bakken. 3 sh. (Fall, 1970)

#### AMERICAN INTELLECTUAL HISTORY SINCE 1865

- 306 Selected topics in intellectual history, concentrating on the twentieth century thinkers. Topics include Pragmatism and its critics, 20th century political thought, critiques of American values, Black social thought. Other topics to be selected by students. Prerequisite: HI 305 or permission of instructor. Bakken. 3 sh. (Spring, 1971)

#### AMERICAN SOCIAL HISTORY TO 1890

- 311 Selected topics in American social history, including mobility and class structure in American life, American religion, ideals of family life and child rearing, race and ethnic groups in American life, myths and reality in American economic life. Bakken. 3 sh. (Fall, 1971)

#### AMERICAN SOCIAL HISTORY SINCE 1890

- 312 A continuation of the preceding. Prerequisite: HI 311 or permission of the instructor. Bakken. 3 sh. (Spring, 1972)

#### RACE RELATIONS IN AMERICAN HISTORY AND LITERATURE

- 317 Reading and discussion of historical documents, interpretations of history, fiction, poetry, and drama in an effort to understand the source and nature of racial attitudes in the United States. Also offered as EN 317. Bakken and Haber. 3 sh. (Fall)

#### THE AMERICAN FRONTIER

- 319 Readings and discussion of the history of the American frontier and the place of the frontier in American society and thought. Bergeron. 3 sh. (Fall, 1971)

#### AMERICAN CONSTITUTIONAL HISTORY

- 321 Historical survey of the Supreme Court from 1789 to the present, with emphasis on leading opinions, judicial personalities, and the relationship between the Court and political events in the nation. Also offered as GO 321. Carroll. 3 sh. (Fall, 1971)

#### THE RISE OF AMERICAN INDUSTRIAL SOCIETY

- 324 Selected topics in the economic history of the United States. Topics include: railroads and the development of a national market, the exploitation of natural resources, the rise of new industries, the problems of labor, the consolidation of business, and the problems of agriculture in the new industrial state. Carroll. 3 sh. (Spring)

#### UNITED STATES' DIPLOMATIC RELATIONS WITH GREAT BRITAIN AND FRANCE

- 332 A study of the major issues between the United States and Britain, and the United States and France, and of Anglo-Franco-American joint problems from 1776 to the present. Donovan. 3 sh. (Spring, 1971)

#### ANGLO-AMERICAN DIPLOMATIC RELATIONS

- 334 A study of the major diplomatic negotiations between the United States and Great Britain from 1776 to the present. The mutual impact of intellectual, economic, political, and social movements will also be discussed. Donovan. 3 sh. (Spring, 1972)

#### THE MAKING OF AMERICAN FOREIGN POLICY

- 336 A study of the process of American foreign policy in the contemporary world. The case study method will be used to illustrate problems of strategy and tactics in such areas as Europe, Latin America, Africa, and the Near and Far East. Also offered as GO 336. Bergeron. 3 sh. (Spring, 1971)



## AMERICAN POLITICAL THOUGHT

- 338 An intensive study of political thought in America from colonial times to the present. Also offered as GO 338. Denning. 3 sh. (Spring, 1971)

## PROBLEMS IN AMERICAN ECONOMIC HISTORY

- 341 A study of the major economic problems in American history since colonial times. Also offered as EC 341. 3 sh. (Fall, 1970)

## MASSACHUSETTS POLITICAL HISTORY

- 344 A survey of the political history of Massachusetts -- its political system, parties, and ideologies. M. Blewett. 3 sh. (Spring, 1972)

## AFRO-AMERICAN HISTORY

- 346 The experience of the Blacks in America from colonial times to the present, including such topics as the African background, slavery in the United States and South America, twentieth century protest, Afro-American literature, and the problems of the cities. Bakken. 3 sh. (Spring)

## URBAN POLITICS

- 348 A study of the development and mechanics of political organization in American cities since the late nineteenth century, with special emphasis on the classic city-boss and his critics. Also offered as GO 348. M. Blewett. 3 sh. (Spring, 1971)

## ENGLAND IN THE MIDDLE AGES

- 352 A study of the English people and nation from the Roman conquest to 1485, with special emphasis on the development of political and social institutions. Derry. 3 sh. (Spring, 1972)

## TUDOR ENGLAND, 1485 - 1603

- 353 An intensive study of the social, economic, and constitutional structure of England as it emerged from the Middle Ages. P. Blewett. 3 sh. (Fall, 1970)

## STUART ENGLAND, 1603 - 1714

- 354 A sequel to HI 353 (which is not a prerequisite), the course offers a close study of the process by which the problems implicit in Tudor England were resolved in a century of revolution. P. Blewett. 3 sh. (Spring, 1971)

## ISLAMIC HISTORY, 600 - 1600

- 363 A study of the development and expansion of Islamic civilization from the birth of Muhammed, emphasizing cultural and religious as well as political questions. Hayford. 3 sh. (Fall)

## MODERN HISTORY OF THE ARAB WORLD

- 364 A study of the Arab countries of the Middle East from 1798 to the present, focusing on the impact of the West on this area and the subsequent development of independent nations. Hayford. 3 sh. (Spring)

## MODERN HISTORY OF TURKEY AND IRAN

- 367 An examination of two important non-Arab Middle Eastern countries with emphasis on understanding the process of modernization over the last two centuries. Hayford. 3 sh. (Fall, 1971)

## MODERN HISTORY OF NORTH AFRICA

- 368 The three French speaking countries (Algeria, Tunisia and Morocco) and Italian speaking Libya will be studied in their pre-colonial and independent development. Hayford. 3 sh. (Spring, 1972)



## IDEOLOGY AND WORLD AFFAIRS

- 371 An examination of the ideologies of the twentieth century: nationalism, fascism, communism, and their conflicts with liberal democracy. Also offered as GO 371. Goler. 3 sh. (Fall, 1971)

## AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

- 372 An appraisal of United States foreign policies, the American reaction to the changing international situation, and the American policies of other governments in the present century. Topics include: Asian rivalries, the rise of Anglo-American friendship, World War I, the retreat to isolationism, World War II, and the policies of the Cold War. Goler. 3 sh. (Spring, 1972)

## FRANCE SINCE 1814

- 373 A consideration of the evolution of France in its broad European setting from the Bourbon restoration through the Fifth Republic. The course examines the interaction of social, economic, political and diplomatic trends, with particular attention to the struggle between the Right and the Left. Shea. 3 sh. (Fall)

## THE CATHOLIC CHURCH, 1300 - 1871

- 375 Emphasizes the rise of the modern papacy and the development of the doctrine of infallibility, with attention to other topics such as Gallicanism, Christian Humanism, and Erastianism. P. Blewett. 3 sh. (Fall, 1971)

## MODERN EUROPEAN IMPERIALISM

- 376 Motives, methods, and results of imperialism in the nineteenth and twentieth centuries; the partition of Africa and the penetration of Asia as contrasting phases in the expansion of Europe. Shea. 3 sh. (Spring)

## BYZANTINE HISTORY AND CIVILIZATION

- 378 A study of the important political, social, and cultural changes in the East Roman Empire from the founding of Constantinople to the fall of the Empire in 1453, with emphasis on the role of Byzantium as the custodian of the classical past. Bentas. 3 sh. (Spring, 1972)

## HISTORY OF MODERN CHINA

- 381 A survey of the nineteenth and twentieth centuries and the forces which have shaped the course of recent Chinese history. Ostrofsky. 3 sh. (Fall)

## TOPICS IN TWENTIETH CENTURY CHINESE HISTORY

- 382 Research oriented, the course offers a concentrated study of recent decades of Chinese history. Topics to be determined, in part, by the students. Ostrofsky. 3 sh. (Spring)

## UNITED STATES-MIDDLE EASTERN RELATIONS

- 386 A review of eighteenth and nineteenth century cultural and economic relations and a detailed study of the growing American interest in the area during the twentieth century. Hayford. 3 sh. (Spring, 1971)

## CLASSICAL AND MEDIEVAL POLITICAL THOUGHT

- 387 A survey of classical and early Christian political thinkers with special concentration on the origins and development of significant political ideas and institutions in Western Europe from the fifth through the fifteenth centuries. Derry. 3 sh. (Fall, 1971)

## WOMEN AND HISTORY

- 392 Selected topics on the role played by women (voluntarily or otherwise), with special reference to modern Western history. Ostrofsky. 3 sh. (Spring)

## THEMES, TRADITIONS AND INTERPRETATIONS IN HISTORY

- 394 The course is based on the reading of significant historical literatures of the twentieth century, important for their scholarship and as works of synthesis. The emphasis is on methodology, interpretations, and the interdisciplinary approach to history. Weekly commentaries, reports, and discussions. Open only to seniors or with permission of instructor. Derry. 3 sh. (Spring, 1971)

## THE FRENCH REVOLUTION AND EMPIRE

- 396 A close analysis of French society from 1715-1815 which attempts to understand the causes of the French Revolution and its aftermath. P. Blewett. 3 sh. (Spring, 1972)

## HISTORY OF ENGLAND SINCE 1815

- 397 A study of English life and politics in modern times and of the changing role of Britain in international affairs. Donovan. 3 sh. (Fall, 1971)

## READING SEMINAR IN HISTORY

- 421 An intensive survey of an area of historical research. In addition to familiarizing the student with the pertinent literature in the field, the student will be expected to read, analyze, and discuss a book or topic each week. Students will produce several essays during the term to serve as a basis for class discussion. By arrangement with the instructor. 3 sh.

## RESEARCH SEMINAR IN HISTORY

- 432 Original research and wide reading in the secondary literature leading to the writing of a major paper based on systematic research and methodological techniques. Weekly meetings and reports. By arrangement with the instructor. 3 sh.

## DIRECTED STUDIES IN HISTORY

- 443 Through frequent consultation with the instructor, the student will investigate and define a problem for research, the results to be presented in a significant paper. By arrangement with the instructor. 3 sh.

## THE BLACK EXPERIENCE

- 444 A directed study combining research and practicum. Students will examine the historical basis of issues of present significance to the black community and attempt to apply prescriptive answers. Goler. 3 sh. (Spring, 1971)

## ADVANCED TUTORIAL IN HISTORY

- 454 A program of directed studies in which the student (through regular consultations with his instructor) develops an evaluative and critical essay. The purpose is to sharpen and refine techniques for scholarly research and presentation. This course may not be offered in place of required seminar courses. By arrangement with the instructor. 3 sh.

## II ECONOMICS (Course Prefix EC)

## PRINCIPLES OF ECONOMICS

- 101 An introduction to economic principles and problems. Describes economic institutions and analyzes their functioning in modern economies. Sanz. 3 sh. (Fall)

## ECONOMIC GROWTH

- 202 A study of Classical, Neo-Classical, and Keynesian theories of economic growth, with special emphasis upon their applicability to problems of developed and under-developed economies and to long-run employment and the business cycle. Sanz. 3 sh. (Spring)

## PROBLEMS IN AMERICAN ECONOMIC HISTORY

- 341 A study of the major economic problems in American history since colonial times. Also offered as HI 341. 3 sh. (Fall, 1970)

## III GEOGRAPHY (Course Prefix GE)

### WORLD AND REGIONAL GEOGRAPHY

- 101 A survey of the significance, characteristics, and principal geographical problems of the world's major geographical regions. Sokolik. 3 sh. (Fall, Spring)

### GEOGRAPHY OF THE UNITED STATES AND CANADA

- 226 A regional geography of North America, with emphasis on the human and physical characteristics of different geographic regions and their interaction with each other. Sokolik. 3 sh. (Spring)

### INTRODUCTION TO HUMAN GEOGRAPHY

- 234 An analysis of the patterns of man's occupancy of the earth; the study is both regional and systematic and is carried out against a background of today's world. Sokolok. 3 sh. (Spring, 1972)

## IV GOVERNMENT (Course Prefix GO)

### INTRODUCTION TO POLITICS

- 101 An analysis of the development of ideologies and authority structures. Particular consideration is given to the methodological tools of analysis. Pre-requisite for all government courses except GO 111, 225, 282, 321, 336, 338, 348, 371. 3 sh. (Fall, Spring)

### INTRODUCTION TO AMERICAN POLITICS

- 111 The functions and structures of American national politics with special emphasis on political parties, public opinion and the executive, legislative and judicial processes. 3 sh. (Fall, Spring)

### COMPARATIVE EUROPEAN POLITICS

- 211 A study of the structure and function of the political system of selected modern European governments. A behavioral-functional approach rather than the traditional-institutional method will be used. Minton. 3 sh. (Fall)

### INTRODUCTION TO INTERNATIONAL RELATIONS

- 215 The course covers the basic approaches to international politics and uses the systemic method to examine the pattern of behavior among international political units. Pho. 3 sh. (Fall)

### STATE GOVERNMENT

- 225 Study of the structure, function, and administration of state governments; development of state constitutions; the place of the states in the federal system; the political process; legislative, executive, and judicial branches; state finances and administrative departments. Fitzgerald. 3 sh. (Fall)



## MUNICIPAL GOVERNMENT

- 226 A study of the structure, functioning, and administration of urban governments and their relationship to other units of government. Emphasis is on metropolitan areas and their problems. Fitzgerald. 3 sh. (Spring)

## THE AMERICAN PRESIDENCY

- 241 A study of the role of the President in the American political system. Specific attention is given to the historical development of the office of the chief executive. Minton. 3 sh. (Fall, 1970)

## THE AMERICAN CONGRESS

- 243 A study of the legislative process, including the historical and constitutional role of Congress; composition and organization; relation to the executive and judicial branches; external pressures; investigatory role; proposed re-organization. Donovan. 3 sh. (Fall, 1970)

## MODERN POLITICAL THEORY

- 282 A survey of political theory from the fifteenth century to modern times: the theoretical foundations of the modern state, morals and politics, sovereignty, absolutism, liberalism, conservatism, democracy, radicalism. Also offered as HI 282. Denning. 3 sh. (Spring, 1972)

## RATIONALISM AND EMPIRICISM IN POLITICAL THEORY

- 308 Revolutionary and conservative tendencies in the history of political philosophy will be compared and their development traced. Plato, Aristotle, Hobbes, Locke, Rousseau,

Hegei, Marx, Lenin, and Burke will be considered. Also offered as PH 308. P. Smith. 3 sh. (Spring)

## AMERICAN CONSTITUTIONAL HISTORY

- 321 Historical survey of the Supreme Court from 1789 to the present, with emphasis on leading opinions, judicial personalities, and the relationship between the Court and political events in the nation. Also offered as HI 321. Carroll. 3 sh. (Fall)

## POLITICAL BEHAVIOR AND METHODOLOGY

- 324 An examination of types of political behavior. A comparative approach will be used to indicate behavior patterns and their political influence. Attention will be given to the various methods of political analysis. Minton. 3 sh. (Spring)

## THE MAKING OF AMERICAN FOREIGN POLICY

- 336 A study of the process of American foreign policy in the contemporary world. The case study method will be used to illustrate problems of strategy and tactics in such areas as Europe, Latin America, Africa, and the Near and Far East. Also offered as HI 336. Bergeron. 3 sh. (Spring, 1971)

## AMERICAN POLITICAL THOUGHT

- 338 An intensive study of political thought in America from colonial times to the present. Also offered as HI 338. Denning. 3 sh. (Spring, 1971)

## URBAN POLITICS

- 348 A study of the development and mechanics of political organization in American cities since the late nineteenth century, with special emphasis on the classic city-boss and his critics. Also offered as HI 348. M. Blewett. 3 sh. (Spring, 1971)



## PUBLIC ADMINISTRATION

- 356 A study of bureaucratic behavior in modern society. The course covers bureaucracy in process with particular emphasis on bureaucratic authority, social change and democracy. Pho. 3 sh. (Spring, 1971)

## POLITICS OF THE FAR EAST

- 363 Recent development of governmental institutions, parties, and ideologies in Communist China and Japan. Emphasis on processes of nation-building and foreign policy formulation in the post-World-War II period. Pho. 3 sh. (Fall, 1971)

## SOUTH EAST ASIAN POLITICS

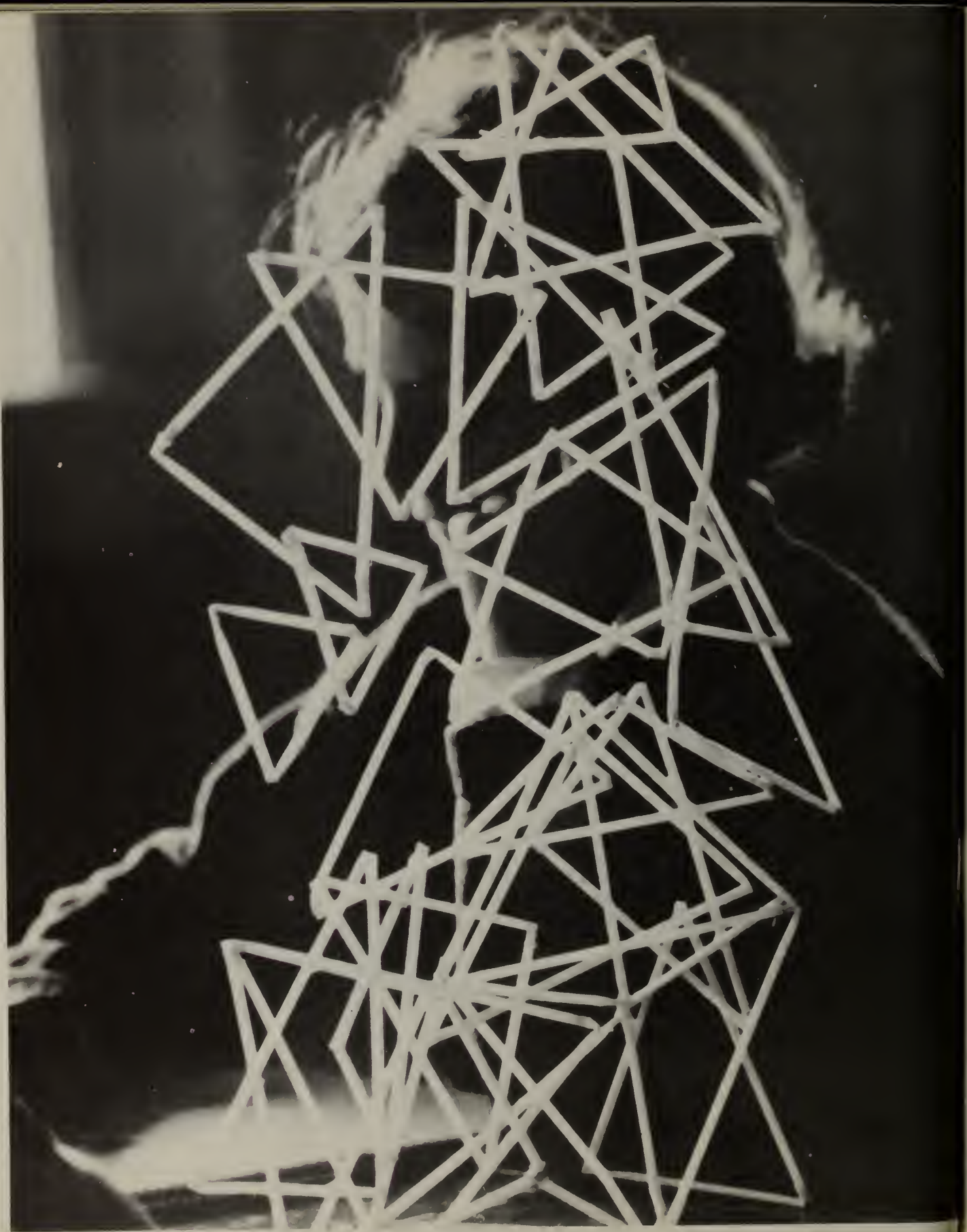
- 364 Systematic analysis of Southeast Asian countries including Burma, Indonesia, Vietnam and the Philippines. Examination of the anti-colonial movements and the patterns of nation-building in the post colonial period. Pho. 3 sh. (Spring, 1972)

## IDEOLOGY AND WORLD AFFAIRS

- 371 An examination of the ideologies of the twentieth century: nationalism, fascism, communism, and their conflicts with liberal democracy. Also offered as HI 371. Goler. 3 sh. (Fall, 1971)

## SOVIET POLITICS

- 386 An analysis of influences in the formation of the Soviet political system. The role of the elite, the Communist Party, the government, and mass organizations will be given special emphasis. Minton. 3 sh. (Spring, 1972)



## MATHEMATICS

William Malone, Chairman  
Department of Mathematics



165

The Department of Mathematics offers a minor area of study and a second major concentration in mathematics for students pursuing the Bachelor of Arts degree who may arrange such programs. A minor area of study consists of 18-24 semester hours of course work which is selected in consultation with the student's advisor or with the Chairman of the Mathematics Department. A second major concentration in mathematics consists of 30 semester hours of course work exclusive of MA 101 and 102. Ordinarily, concentrators in mathematics are expected to initiate their studies with MA 201--Calculus, but students with reasonably good secondary school backgrounds who think they should develop a higher degree of facility with basic mathematical concepts before undertaking MA 201 may begin their studies with the sequence specified by MA 103 through 107. Such students are advised that they may not undertake more than three courses of this sequence, maximum elections being limited to MA 103, 104, and 105 or MA 103, 105, and 107.



# DEPARTMENTAL COURSE OFFERINGS: MATHEMATICS (Course Prefix MA)

## MODERN MATHEMATICS I

- 101 The first semester of a two semester sequence. Covers set theory, number systems, relations, and set operations. Copley. 3 sh. (Fall)

## MODERN MATHEMATICS II

- 102 A continuation of Modern Mathematics I covering more set theory, logic, Boolean Algebra, relations, and order. Copley. 3 sh. (Spring)

## COLLEGE ALGEBRA I

- 103 A review of the fundamental algebraic concepts plus a selection of topics from: theory of equations, determinants, probability. Malone. 3 sh. (Fall, Spring)

## COLLEGE GEOMETRY

- 104 An axiomatic approach to the fundamentals of Euclidean and non - Euclidean geometry and a comparison of the two through the concept of parallelism. Prerequisite: secondary school geometry. Portnoy. 3 sh. (Fall, Spring)

## COLLEGE TRIGONOMETRY

- 105 Angles and their measure, the trigonometric functions, solving triangles, law of sines, law of cosines, circular functions and their graphs, trigonometric identities. Andrusaitis. 3 sh. (Fall, Spring)

## INTRODUCTION TO CALCULUS

- 107 A thorough treatment of analytic geometry, functions, and limits. Gravina. 3 sh. (Fall, Spring)

## CALCULUS I

- 201 Continuity, limits, differentiation and basic integration. Prerequisite: MA 106 or its secondary school equivalent. Land. 3 sh. (Fall, Spring)

## CALCULUS II

- 202 A continuation of Calculus I, including methods of differentiation and integration of various functions with application of same. Land. 3 sh. (Fall, Spring)

## PROBABILITY AND STATISTICS I

- 203 Elementary probability, permutations, and combinations; organization of data, summation notation, analysis of data, binomial and normal distributions, random sampling and large sample theory, testing hypotheses, significant levels, confidence limits. Gravina. 3 sh. (Fall, 1971)

## STATISTICS II

- 204 A non-calculus approach to student's t-distribution, non-parametric statistics, regression and correlation, chi-square distribution, F-distribution, analysis of variance. Prerequisite: MA 203. Gravina. 3 sh. (Spring)

## PROBABILITY (Calculus approach)

- 301 Elementary probability spaces, general probability spaces, random variables, combined random variables, algebra of expectations. Prerequisite: MA 202. 3 sh. (Fall, 1970)

## STATISTICS (Calculus Approach)

- 302 Random Sampling, law of large numbers, estimation of parameters, central limit theorem, confidence intervals and tests of hypotheses, decision theory, regression, sampling from a normal population, experimental design and analysis of variance. Prerequisite: MA 301. 3 sh. (Spring, 1972)

## CALCULUS III

- 303 Polar coordinates, conic sections, hyperbolic functions and an introduction to vector analysis. Prerequisite: MA 202. Gravina. 3 sh. (Fall)



## CALCULUS IV

- 304 Vector analysis, partial differential equations, multiple integration, and an introduction to infinite series. Prerequisite: MA 303. 3 sh. (Spring)

## HISTORY OF MATHEMATICS

- 305 An investigation of creative mathematics through the lives of mathematicians from classical times through the present. Portnoy. 3 sh. (Fall)

## MODERN GEOMETRY

- 306 Klein's program; historical approach to various geometries including Euclidean, non-Euclidean, finite, manifold, and Riemannian geometry. Prerequisite: MA 202. Portnoy. 3 sh. (Fall, Spring)

## LINEAR ALGEBRA I

- 401 A review of the real number system, vector spaces and systems of linear equations, linear transformations and matrices, vector spaces with an inner product, and an introduction to determinants. Prerequisite: MA 201. Portnoy. 3 sh. (Fall)

## LINEAR ALGEBRA II

- 402 Continuation of MA 401. Portnoy. 3 sh. (Spring)

## DIFFERENTIAL EQUATIONS

- 403 Existence, uniqueness, properties of solutions as well as consideration of methods of solutions for both ordinary and partial differential equations. Prerequisite: MA 202. 3 sh. (Fall, 1971)

## TOPOLOGY

- 411 An introductory course in point set topology, including a review of set theory. Prerequisite: MA 401. 3 sh. (Fall, 1971)



## MUSIC

Edward Gilday, Chairman  
Department of Music



169

The Department of Music offers major specializations in music under programs for the Bachelor of Music Education and the Bachelor of Music degrees. Students who possess basic competence in music and are enrolled in Bachelor of Arts degree programs may select a minor area of study in music history when such minors may be arranged. A minor area of study in music history consists of 18-24 semester hours of course work and must be approved by both the student's major advisor and the Chairman of the Music Department.

General statements concerning degree programs in music appear under the catalogue descriptions of baccalaureate degrees. Students who wish to pursue the Bachelor of Music Education degree are reminded that admission to the professional program in Music Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Preparation Programs" and the "Curriculum Requirements for Music Education" which appear under the catalogue section for Education.

Students specializing in music are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with the Chairman of the Music Department. Students transferring to the College and who wish to specialize in music must make individual arrangements with the Chairman of the Music Department regarding satisfaction of under-class requirements.

#### PARTICIPATION REQUIREMENTS FOR MUSICAL ORGANIZATIONS (INSTRUMENTAL ORGANIZATIONS)

##### Bands and Orchestras

1. All music students whose major medium of performance is wind, string, or percussion must participate satisfactorily in the band and/or orchestra program for eight full semesters.
2. Non-wind, string, or percussion majors may also participate in this program, but must meet established performance standards in order to be admitted to these instrumental organizations.
3. These organizations will meet for five rehearsal hours per week.
4. These organizations will award one credit per semester.
5. Placement in these organizations will be determined by common auditions before a panel of the conductors of the organizations directly concerned. Students may express preference, but final placement will be decided by the panel.

##### Small Ensembles

1. All music students may elect to apply for membership in one or more of these ensembles. Membership shall be determined by audition, by panel where applicable, and must be supplemental to membership in the band and/or orchestra program in the case of wind, string, and percussion majors.



2. These ensembles will meet for two rehearsal hours per week.
3. These ensembles shall award one-half an academic credit per semester. A minimum of two credits must be earned by all instrumental majors.

#### Laboratory Organizations

1. Laboratory groups such as lab bands and orchestras shall exist as direct functions of, and in cooperation with the instrumental classes required of music education majors.
2. All wind, string, and percussion majors will be required to earn a minimum of one credit in a lab group on an instrument other than his or her major, during the semesters in which the instrumental classes are taken.
3. These groups will meet for two hours per week and will award one-half an academic credit per semester.
4. A student may not fulfill his musical organization requirement through membership in a lab group.

171

#### PARTICIPATION REQUIREMENTS FOR MUSICAL ORGANIZATIONS (CHORAL ORGANIZATIONS)

##### Choruses

1. All music students whose major medium of performance is voice must participate satisfactorily in the choral program for eight full semesters.
2. Non-voice majors may also participate in this program, but must meet established performance standards in order to be admitted to these choral organizations.
3. These organizations will meet for four rehearsal hours per week.
4. These organizations will award one credit per semester.

5. Placement in these organizations will be determined by common auditions before a panel of the conductors of the organizations directly concerned. Students may express preference, but final placement will be decided by the panel.

#### Festival Chorus

All voice majors must participate in festival chorus which meets one hour per week for no credit.

#### Laboratory Organizations

1. Laboratory groups such as lab chorus shall exist as direct functions of, and in cooperation with the vocal classes required of music education voice majors.
2. All these groups will meet for two hours per week and will award one-half an academic credit per semester.
3. A vocal major may not fulfill his musical organization requirement through membership in a lab choir.

#### PARTICIPATION BY PIANO, ACCORDIAN AND GUITAR MAJORS

1. Students whose major area of performance is piano, accordian, or guitar must participate in the choral or instrumental program satisfactorily for eight full semesters.
2. These students must earn one-half a credit per semester for the first four semesters and one credit for each semester thereafter.
3. Students in the above performance area may elect either program or a combination of both programs, subject to departmental approval.
4. Piano, accordian, and guitar majors who fail to qualify through audition for the instrumental and/or choral program may fulfill their requirement by participating in one or two laboratory groups per semester in fulfillment of the second requirement above.

## MULTIPLE PARTICIPATION IN MUSICAL ORGANIZATIONS

1. Students who qualify through audition may participate in more than one major musical organization.
2. Students whose academic standing is not deemed satisfactory by the department may be prohibited from multiple musical organization membership.

## ORGANIZATIONAL DEFINITIONS

### Major Organizations--1 credit per semester

1. The band program: the wind ensemble; the concert band
2. The orchestra program: the symphony orchestra
3. The choral program: the concert choir; the collegiate chorale

### Laboratory Organizations--1/2 credit per semester

1. Laboratory band
2. Laboratory orchestra
3. Laboratory chorus

173

### Chamber Ensembles

All performing groups other than those listed above are defined as chamber ensembles, and shall meet twice per week and award 1/2 credit per semester. Credit for chamber ensembles and laboratory organizations will be awarded in addition to credit earned in major organizations.

### Recital Hour

Performance at recital hour will be required at least once per year during the junior and senior years, and additionally as prescribed by the applied teacher. Attendance at recital hour will be required. Every student will attend a minimum of six recital hours per semester.

### Senior Recitals

Successful completion of a recital during the senior year will be a requirement and prerequisite to graduation. Additional information may be obtained through the Music Department office.

RECOMMENDED COURSES OF STUDY FOR MUSIC SPECIALIZATIONS  
(BACHELOR OF MUSIC EDUCATION)

	Area Preferences		
	Vocal	Keyboard	Orchestra
Uniform College Requirements	39	39	39
Music Specialization	66	66	66
Music Education	<u>24</u>	<u>24</u>	<u>24</u>
	129	129	129

Freshman Year

MU 101-102--Music Theory	6	6	6
MU 103-104--Sight Singing and Dictation	3	3	3
MU 263--Applied Music	4	4	4
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble		1	2
MU 141-142--Functional Piano	2		2
MU 173-174--Keyboard Literature		4	
EN 101--English Composition	3	3	3
Area II (Literature Elective)	3	3	3
Area III (Language Elective)	6		
Laboratory Science Requirement (Science Electives)		6	6
PE 001-002--Physical Education	<u>0</u>	<u>0</u>	<u>0</u>
	29	30	29



Sophomore Year	Area Preferences		
	Vocal	Keyboard	Orchestra
MU 201-202--Advanced Music Theory	6	6	6
MU 203-204--Advanced Sight Singing and Dictation	3	3	3
MU 263--Applied Music	4	4	4
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble		1	2
MU 271-272--Music History and Literature	6	6	6
MU 241-242--Functional Piano	2		
MU 121-122--Instrumental Class		3	3
Area III (Symbolics Elective*)		3	3
Area I (Government Elective)		3	3
Area II (Literature Elective)	3	3	3
Laboratory Science Requirement (Science Electives)	6		
Area I (PS 262--Developmental Psychology)	<u>3</u>	<u>3</u>	<u>3</u>
	35	35	36

175

\*Students who select a foreign language follow the General Education sequence specified under the Area Preference for Voice.

#### Junior Year (Fall Semester)

MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble		1	1
MU 231--Elementary Conducting	1	1	1
Music Theory or Literature Elective	3	3	3
ME 391--Music in the Elem. School	3	3	3
MU 221--Instrumental Class		1.5	1.5
MU 233--Diction for the Singer	2		
Area I (Government Elective)	3		
History Electives	<u>3</u>	<u>6</u>	<u>6</u>
	18	17.5	17.5

Junior Year (Spring Semester)*	Area Preferences		
	Vocal	Keyboard	Orchestra
MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble		1	1
MU 321--Instrumental Conducting		1	1
MU 331--Advanced Choral Conducting	1		
Music Theory or Literature Elective	3	3	3
MU 222--Instrumental Class		1.5	1.5
MU 234--The Teaching of Singing	2		
History Elective	3		
General Education Electives	<u>6</u>	<u>9</u>	<u>9</u>
	18	17.5	17.5

#### Senior Year (Fall Semester)\*

ME 491--Apprentice Teaching of Music in the Elementary School	4	4	4
ME 393--Music in the Secondary Schools	3	3	3
ME 395--Curriculum Development and Evaluation in Music Education	4	4	4
MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble	<u>1</u>	<u>1</u>	<u>1</u>
	14	14	14

\*Semesters interchangeable subject to placement in apprentice teaching.

#### Senior Year (Spring Semester)

ME 492--Apprentice Teaching of Music in the Secondary School	4	4	4
FE 328--Dynamics of Interpersonal Relations for Teachers	3	3	3
FE 301--Philosophy of Education	3	3	3
MU 263--Applied Music	2	2	2
MU 261--Vocal Ensemble	1		
MU 262--Instrumental Ensemble	<u>1</u>	<u>1</u>	<u>1</u>
	13	13	13

RECOMMENDED COURSES OF STUDY FOR MUSIC SPECIALIZATIONS  
(BACHELOR OF MUSIC)

	Music History			Music Theory & Composition			Applied Music		
	V	K	O	V	K	O	V	K	O
Uniform Col. Requ.	39	39	39	39	39	39	39	39	39
Music Sepcialization	<u>86</u>	<u>89</u>	<u>86</u>	<u>86</u>	<u>89</u>	<u>86</u>	<u>88</u>	<u>87</u>	<u>87.5</u>
	125	128	125	125	128	125	127	126	126.5

Freshman Year	Area Preferences		
	Voice	Keyboard	Orchestra
EN 101--English Composition	3	3	3
Laboratory Science Requirement (Science Electives)		6	6
Italian Electives	6		
MU 264--Applied Music	4	4	4
MU 103-104--Sight Singing and Dictation	3	3	3
MU 101-102--Music Theory	6	6	6
Area II (Literature Elective)	3	3	3
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble		1	2
MU 141-142--Functional Piano	2		2
MU 173-174--Keyboard Literature		4	
PE 001-002--Physical Education	<u>0</u>	<u>0</u>	<u>0</u>
	29	30	29

Sophomore Year

Area II (Literature Elective)	3	3	3
Area I (Behavioral Sciences Elective)	3	3	3
MU 264--Applied Music	8	8	8
MU 203-204--Advanced Sight Singing and Dictation	3	3	3
MU 201-202--Advanced Music Theory	6	6	6
Music History Electives	6	6	6
MU 231--Elementary Conducting	1	1	1
MU 261--Vocal Ensemble	2		
MU 262--Instrumental Ensemble			2
MU 243-244--Keyboard Harmony		4	
MU 145-146--Piano Class	<u>2</u>	<u>2</u>	<u>2</u>
	34	34	34

	Music History			Theory & Composition			Applied Music		
Junior Year	V	K	O	V	K	O	V	K	O
MU 264--Applied Music	4	4	4	4	4	4	8	8	8
MU 261--Vocal Ensemble							2		
MU 262--Instrumental Ensemble		1			1			1	2
MU 311--18th Century									
Counterpoint	3	3	3	3	3	3	3	3	3
MU 305-306--Applied Solfege	4	4	4	4	4	4	4	4	4
MU 371--Music of the									
Middle Ages	3	3	3						
MU 376--Music of the 20th									
Century	3	3	3						
MU 343--Score Reading	2	2	2	2	2	2		2	
MU 373--Music of the									
Renaissance	3	3	3						
MU 375--Music of the									
Romantic Era	3	3	3						
Music History Electives				6	6	6			
MU 301--Instrumentation									
and Orchestration				3	3	3			
MU 312--Contemporary Tech-									
niques in Composition				3	3	3			
MU 245-246--Piano Class							2		2
MU 331--Advanced Choral									
Conducting							1	1	1
Music Theory Elective							3	3	3
MU 344--Keyboard Accompanying								2	
MU 222--Instrumental Class									1.5
Area III (German Electives)	6	6	6	6	6	6	6		
Area III Electives								6	6
History Electives	3			3					
Laboratory Science Require-									
ment (Science Electives)							6		
General Education Elective		3	3		3	3		3	3
	<u>34</u>	<u>35</u>	<u>34</u>	<u>34</u>	<u>35</u>	<u>34</u>	<u>35</u>	<u>33</u>	<u>33.5</u>



	Music History			Theory & Composition			Applied Music		
Senior Year	V	K	O	V	K	O	V	K	O
MU 264--Applied Music	4	4	4	4	4	4	8	8	8
MU 261--Vocal Ensemble							2		
MU 262--Instrumental Ensemble		1			1			1	2
MU 472--Music of the Baroque Era	3	3	3						
MU 473--Music of the Classical Era	3	3	3						
MU 474--Directed Studies in Musicology	6	6	6	6	6	6			
MU 402--Advanced Orches- tration				3	3	3			
MU 403--Directed Studies in Composition				3	3	3			
Music History Elective							6	6	6
MU 451--Master Class							1	1	
MU 452--Recital Class							1	1	1
MU 234--Teaching of Singing							2		
MU 235--Instrumental Coaching									1
Area I (Government Requirement Elective)	3	3	3	3	3	3	3	3	3
History Electives	3	6	6	3	6	6	6	6	6
General Education Elective		3	3		3	3		3	3
Laboratory Science Require- ment (Science Electives)	<u>6</u>	<u>28</u>	<u>28</u>	<u>6</u>	<u>28</u>	<u>28</u>	<u>29</u>	<u>29</u>	<u>30</u>

DEPARTMENTAL COURSE OFFERINGS:  
MUSIC (Course Prefix MU)

FESTIVAL CHORUS

- 061 Open to all students in the College who meet the requirements. Major choral works are studied and prepared for public performance. Qualified students perform as soloists in oratorio and advanced choral music literature. Gilday. non-credit. (Fall, Spring)

ELEMENTARY MUSIC THEORY I

- 101 Detailed study of music theory, progressing to four-part harmonization of melodies using primary and secondary chords, non-harmonic tones, and simple modulation as exemplified in the music of the eighteenth century. Harmonic analysis and creative work are integrated with the written exercises. Holevas, Charette, Bouzianis, Ogasapian. 3 sh. (Fall)

ELEMENTARY MUSIC THEORY II

- 102 Continuation of MU 101, progressing to a more advanced level. Holevas, Charette, Bouzianis, Ogasapian. 3 sh. (Spring)

SIGHT SINGING AND DICTATION I

- 103 Concentrates mainly on solfege (developed by singing at sight) and on ear training (developed by rhythmic and melodic dictation). Course meets for three class hours per week. Arslanian, Holevas, Charette, White. 1 1/2 sh. (Fall)

SIGHT SINGING AND DICTATION II

- 104 Continuation of MU 103, progressing to a more advanced level. Course meets for three class hours per week. Arslanian, Holevas, Charette, White. 1 1/2 sh. (Spring)

MUSIC FOR THE CLASSROOM TEACHER

- 113 Emphasis on basic musical skills and approaches that would enable the elementary classroom teacher to use music in the normal course of elementary classroom activity. Ashley. 3 sh. (Fall, Spring)

INSTRUMENTAL CLASS

- 121 Intensive class instruction in the fundamentals of playing instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. Course meets for three class hours per week. 1 1/2 sh. (Fall)

INSTRUMENTAL CLASS

- 122 Continuation of MU 121. 1 1/2 sh. (Spring)

FUNCTIONAL PIANO I

- 141 The development of good keyboard reading habits and the development of a repertoire of keyboard pieces, with special attention given to developing those reading skills, keyboard techniques, and interpretive styles necessary for the playing of keyboard accompaniment. Bregor, Lindblad, Allen. 1 sh. (Fall)

FUNCTIONAL PIANO II

- 142 Continuation of MU 141, progressing to a more advanced level. Bregor, Lindblad, Allen. 1 sh. (Spring)

PIANO CLASS I

- 145 Group piano lessons for non-keyboard majors. Course is similar to Functional Piano but without emphasis upon public school classroom skills. Enrollment limited to eight students per section. Two meetings per week. Allen. 1 sh. (Spring)

## PIANO CLASS II

- 146 Continuation of MU 145, progressing to a more advanced level. Two meetings per week. Allen. 1 sh. (Spring)

## MUSIC OF WESTERN CIVILIZATION

- 171 A survey of music from the troubadors to the aleatoric music of the present. Significant forms, styles, and aesthetic concepts are examined. Chamber music, leider, opera, oratorio, symphonic music, and other mediums are studied. Philosophies of music are examined against specific periods in history. Smith. 2 sh. (Fall, Spring)

## KEYBOARD LITERATURE I

- 173 Through recordings and the performances by the instructor this course acquaints students with the vast keyboard repertoire. Gibbons. 2 sh. (Fall)

## KEYBOARD LITERATURE II

- 174 Continuation of MU 173. Allen. 2 sh. (Spring)

## ADVANCED MUSIC THEORY I

- 201 Advanced harmony, including secondary dominants, secondary seventh chords, altered chords, realization of figured basses, and chromatic modulation as exemplified in the music of the nineteenth century. Corresponding progress is made in the integrated studies; harmonic and structural analysis and creative work. Arslanian, Holevas, Ogasapian, Charette. 3 sh. (Fall)

## ADVANCED MUSIC THEORY II

- 202 Continuation of MU 201, progressing to more advanced levels. Arslanian, Holevas, Ogasapian, Charette. 3 sh. (Spring)

## ADVANCED SIGHT SINGING AND DICTATION I

- 203 Continuation of MU 104, progressing to more difficult music, two-part melodic dictation, choral dictation, and the study of C clefs. Course meets for three class hours per week. Arslanian, Gay Lindblad, Bouzianis, White. 1 1/2 sh. (Fall)

## ADVANCED SIGHT SINGING AND DICTATION II

- 204 Continuation of MU 203. Course meets for three class hours per week. Arslanian, Gay, Lindblad, Bouzianis, White. 1 1/2 sh. (Spring)

## INSTRUMENTAL CLASS

- 221 Intensive class instruction in the fundamentals of playing instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. Course meets for three class hours per week. 1 1/2 sh. (Fall)

## INSTRUMENTAL CLASS

- 222 Continuation of MU 221. 1 1/2 sh. (Spring)

## ELEMENTARY CONDUCTING

- 231 Offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. With laboratory experience, the student acquires knowledge of the basic problems of conducting and their solutions. Course meets for two class hours per week. Elliot, Paella. 1 sh. (Fall)

## DICTION FOR THE SINGER

- 233 A study of French, German, and Italian diction as it applies to vocalist and choral conductor. Oak. 2 sh. (Fall)

## THE TEACHING OF SINGING

- 234 Exploration of the various techniques of vocal pedagogy in a class situation, directed toward the voice teacher and choral conductor. 2 sh. (Fall, Spring)

## INSTRUMENTAL COACHING

- 235 Supervised group instruction in orchestral performance. Gay. 1 sh. (Fall)

## FUNCTIONAL PIANO III

- 241 Continuation of MU 142, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Fall)

## FUNCTIONAL PIANO IV

- 242 Continuation of MU 241, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Spring)

## KEYBOARD HARMONY I

- 243 Intended for keyboard majors, this course is addressed to practical problems of performance and improvisation. Gibbons. 2 sh. (Fall)

## KEYBOARD HARMONY II

- 244 Continuation of MU 243, progressing to a more advanced level. Gibbons. 2 sh. (Spring)

## PIANO CLASS III

- 245 Continuation of MU 146, progressing to a more advanced level. Two meetings per week. Allen. 1 sh. (Fall)

## PIANO CLASS IV

- 246 Continuation of MU 245, progressing to a more advanced level. Two meetings per week. Gibbons. 1 sh. (Spring)

## VOCAL ENSEMBLE:

- 261 Concert Choir. Open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions. Gilday. 1 sh. (Fall, Spring)
- 261 Laboratory Chorus. Includes all music concentrators who are not members of the Concert Choir, and other students who enjoy singing. Standard choral literature is studied and performed in public and at college functions. Oak, Gilday. 1/2 sh. (Fall, Spring)

## INSTRUMENTAL ENSEMBLE:

- 262 Wind Ensemble. Advanced instrumentalists are eligible for this ensemble and are selected by audition. Works from traditional and contemporary repertoire are studied and performed in public. Extended concert tours and special appearances are part of the Wind Ensemble's normal function. Traphagan. 1/2 sh. (Fall, Spring)
- 262 Concert Band. For students other than those who qualify for the Wind Ensemble. Works suitable for secondary school bands or above are studied and performed. Membership is by audition. Elliot. 1 sh. (Fall, Spring)
- 262 Laboratory Band. For students to perform on instruments other than their major. Provides ensemble experience on a band instrument, with the repertoire limited to elementary and intermediate materials. Elliot. 1/2 sh. (Fall, Spring)
- 262 Symphony Orchestra. Advanced instrumentalists are selected by audition. Works suitable for symphony orchestra are studied and performed in public. Opportunity for solo performance with orchestral accompaniment is offered. Arslanian. 1 sh. (Fall, Spring)



262 Laboratory Orchestra. For students to perform on instruments other than their major. Provides ensemble experience on stringed instruments, with the repertoire limited to elementary and intermediate materials. Pordon. 1/2 sh. (Fall, Spring)

262 Brass Choir. Advanced brass players are eligible and are selected through audition. Annual tour and public performances of high quality compositions for brass instruments. Credit is allocated in conjunction with membership in a major musical organization. Gay. 1/2 sh. (Fall, Spring)

262 Small Ensembles. For students interested in small ensembles. String quartets, madrigal groups, and brass or woodwind ensembles are organized to encourage study and performance in this type of musical activity. Credit is allocated in conjunction with membership in a major musical organization. 2 sh. (Fall, Spring)

#### APPLIED MUSIC

263 For students enrolled in the Bachelor of Music - Education program. Fourteen half-hour lessons plus a jury examination of each student's performance on his major instrument. Applied Music Faculty. 2 sh. (Fall, Spring)

#### APPLIED MUSIC

264 For students enrolled in the Bachelor of Music programs. Fourteen private one-hour lessons plus a jury examination of each student's performance on his major instrument. Applied Music Faculty 2 to 4 sh. (Fall, Spring)

#### MUSIC HISTORY AND LITERATURE TO BACH

271 A study is made of the development of the sacred and secular forms of music from the pre-Christian era up to the middle of the eighteenth century. Bregor. 3 sh. (Fall)

#### MUSIC HISTORY AND LITERATURE SINCE BACH

272 Studies the music of the period from the middle of the eighteenth century to the present. The impact on music of the changing social philosophies is analyzed. Bregor. 3 sh. (Spring)

#### INSTRUMENTATION AND ORCHESTRATION

301 The study of instrumentation and orchestration, emphasizing score reading and the writing of music for all orchestral instruments -- individually and in combination. Holevas. 3 sh. (Fall)

#### VOCAL SIGHT SINGING I

303 This course is intended for vocalists and keyboard players who possess above average ability and interest in vocal music. Material will be selected to cover the problems arising from performance of twentieth century and pre-Baroque vocal music. 2 sh. (Fall)

#### VOCAL SIGHT SINGING II

304 Continuation of MU 303. 2 sh. (Spring)

#### APPLIED SOLFEGE I

305 Intended for instrumental majors, this course relates acquired solfège skills to the student's instrument through individual and group performances of selected material. Enrollment limited to twelve students per section. Gay. 2 sh. (Fall)

#### APPLIED SOLFEGE II

306 Continuation of MU 305. Gay. 2 sh. (Spring)

#### EIGHTEENTH CENTURY COUNTERPOINT

- 311 The study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral and instrumental composition in this style is emphasized. Representative music of the eighteenth century is analyzed from a contrapuntal point of view. Bouzianis, Smith. 3 sh. (Fall)

#### CONTEMPORARY TECHNIQUES IN COMPOSITION

- 312 Intended for theory - composition majors, this course concentrates on developing the student's ability to utilize 20th Century techniques in his writing. Gay. 3 sh. (Spring)

#### INSTRUMENTAL CONDUCTING

- 321 Advanced baton technique, score reading, and principles of instrumental interpretation. This is a laboratory course in the study of suitable music literature for small ensemble, orchestra, and band, and of the techniques of organizing instrumental programs. Course meets for two class hours per week. Traphagan. 1 sh. (Fall, Spring)

#### ADVANCED CHORAL CONDUCTING

- 331 The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. A study is made of a wide repertoire of choral music. Course meets for two class hours per week. Gilday. 1 sh. (Fall, Spring)

#### FUNCTIONAL PIANO V

- 341 Continuation of MU 242, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Fall)

#### FUNCTIONAL PIANO VI

- 342 Continuation of MU 341, progressing to a more advanced level. Bregor, Lindblad. 1 sh. (Spring)

#### SCORE READING

- 343 Development of score reading ability through keyboard performance of increasingly difficult exercises and scores. Included are clef studies and transposition. Gay. 2 sh. (Fall)

#### KEYBOARD ACCOMPANYING

- 344 Intended for keyboard majors, this course is addressed to the major problems of accompaniment. 1 sh. (Spring)

#### MUSIC OF THE MIDDLE AGES

- 371 Music to 1400, with emphasis on early Christian chant, secular song, and the development of polyphony. Ogasapian. 3 sh. (Fall, 1970)

#### MUSIC OF THE RENAISSANCE

- 373 A study of the mass and motet, chanson and madrigal, and the development of instrumental music in the fifteenth and sixteenth centuries. Ogasapian. 3 sh. (Fall, 1971)

#### MUSIC OF THE ROMANTIC ERA

- 375 A study of the instrumental and vocal forms of the nineteenth century from Beethoven through Wagner. Bregor. 3 sh. (Fall, 1971)

#### MUSIC OF THE TWENTIETH CENTURY

- 376 An examination of the stylistic trends of contemporary music, beginning with the late romantics and proceeding to the current forms of experimental music. Emphasis is placed on listening and analysis, as well as musicological commentary. White. 3 sh. (Spring)

#### ADVANCED ORCHESTRATION

- 402 Intended for theory majors, this course is a continuation of MU 301, with special emphasis upon the orchestration of student compositions. 3 sh. (Spring, 1972)

#### DIRECTED STUDY IN COMPOSITION

- 403 Individual composition under the direction of faculty theorist. May be repeated for credit. 3 sh. (Fall, Spring)

#### SIXTEENTH CENTURY COUNTERPOINT

- 411 Contrapuntal studies based upon common practice in the sixteenth century. 3 sh. (Fall, 1971)

#### MASTER CLASS

- 451 An extension of applied study. Under the guidance of a specialist, groups of students work on problems related to their major instruments. 1 sh. (Fall)

#### RECITAL CLASS

- 452 Recital tradition, deportment, program practice, and problems of interpretative style are studied in preparation for the professional recital. Gay. 1 sh. (Fall, Spring)

#### MUSIC OF THE BAROQUE ERA

- 472 A stylistic study of the period 1600 - 1750, from Monteverdi through Bach and Handel. Ogasapian. 3 sh. (Spring, 1972)

#### MUSIC OF THE CLASSICAL ERA

- 473 A study of the music from 1750 - 1820: symphony, opera, solo, and ensemble forms. Bregor. 3 sh. (Fall, 1970)

#### DIRECTED STUDIES IN MUSICOLOGY

- 474 Private study devoted to research projects of significant proportions with a music-history instructor. May be repeated for credit. 3 sh. (Fall, Spring)





## NURSING

Gertrude Barker, Chairman  
Department of Nursing

The Department of nursing offers a major specialization in nursing leading to the Bachelor of Science degree. Graduates of diploma and associated degree nursing programs may be admitted to the nursing program with advanced standing subject to the rules and regulations described in the statement for Transfer and Advanced Placement. In addition to the 55 semester hours of prescribed course work in nursing, students who specialize in nursing are required to satisfy basic course requirements in the behavioral, biological, and natural sciences as follows:

PS 101--General Psychology, SO 102--Introduction to Sociology, PS 261--Child Growth and Development, SO 222--Contemporary Social Problems, and PS 352--Abnormal Psychology; BI 101-102--General Biology, BI 223-224--Anatomy and Physiology, and BI 231--Clinical Microbiology; and CH 111-112--General Chemistry. One three semester hour course in the behavioral or biological sciences may be elected to complete the degree requirement for a minor area of study. Students who wish to elect a minor area of study in the natural sciences (six semester hours in each of the following: biological, chemical, and physical sciences) must elect two courses in the physical sciences.

The clinical aspects of the nursing courses are planned and conducted by the nursing faculty of the College in collaboration with the following health agencies: Lowell General Hospital, Lowell Public Health Department, Lowell Visiting Nurse Association, Saint John's Hospital, Saint Joseph's Hospital, Soloman Mental Health Center, and Tewksbury Hospital.



REQUIRED COURSE OF STUDY FOR MAJOR SPECIALIZATION  
IN NURSING (BACHELOR OF SCIENCE)

Uniform College Requirements	39
Required Biological Sciences	15
Required Behavioral Sciences	15
Nursing Specialization	55
Minor Elective Course	<u>3</u>
	127

Freshman Year

Laboratory Science Requirement (CH 111-112--General Chemistry*)	6
BI 101-102--General Biology	6
Area II (History Electives)	6
General Education Literature Elective	3
Area III (EN 101--English Composition, Mathematics Elective)	6
Area I (PS 101--General Psychology*)	3
NU 101-102--Introduction to Nursing	2
PE 001-002--Physical Education	<u>0</u>
	32

Sophomore Year

BI 223-224--Anatomy and Physiology	6
BI 231--Clinical Microbiology	3
SO 102--Introduction to Sociology	3
PS 261--Child Growth and Development	3
SO 222--Contemporary Social Problems	3
Area I (Government Requirement Elective)	3
NU 201-202--Nursing I, II	8
NU 261-262--Group Dynamics I, II	<u>2</u>
	31

\*See explanatory note on following page.

## Junior Year

PS 352--Abnormal Psychology	3
General Education Literature Elective	3
General Education Elective	3
Minor Elective*	3
NU 301--Nursing III	9
NU 311--Nursing IV	<u>12</u>
	33

## Senior Year

NU 401--Nursing V	12
NU 411--Nursing VI	6
NU 412--Independent Study in Nursing	4
General Education Electives	6
Social Science, Physical Science, or Unrestricted Elective*	<u>3</u>
	31

\*Students may complete a minor area of study in the biological sciences by electing a three semester hour course in biology. They may complete a minor area of study in the behavioral sciences by electing a three semester hour course in sociology or psychology, but they must then satisfy the Area I Requirement of the Uniform College Requirements by completing one of the courses outside the behavioral science areas which are listed under the Area I heading. Students who wish to elect a minor area of study in the natural sciences (six semester hours in each of the following: biological, chemical, and physical sciences) may count BI 101-102--General Biology for the Laboratory Science Requirement of the Uniform College Requirements and include CH 111-112--General Chemistry within their minor area. Such students must elect two courses in the physical sciences to complete the minor area of study requirement.

DEPARTMENTAL COURSE OFFERINGS:  
NURSING (Course Prefix NU)

INTRODUCTION TO NURSING

- 101 This course surveys the historical development of nursing, examines the factors which influence trends in nursing, and analyzes the role of the professional nurse in the prevention of disease and the promotion of health for the individual, family, and community. Shalhoup. 1 sh. (Fall)

INTRODUCTION TO NURSING

- 102 This course introduces the learner to concepts of health, common health problems, and the nursing process which is basic to the practice of professional nursing. Prerequisite: NU 101. Shalhoup. 1 sh. (Spring)

NURSING I

- 201 This course introduces the student to those concepts and skills which are basic to nursing care. Concepts introduced in previous nursing courses are further developed. Selected clinical experiences under the direct supervision of faculty members constitute the basis for developing student competence in meeting the maintenance needs of the non-critically ill patient. Prerequisite: NU 102. Wheeler. 3 sh. (Fall)

NURSING II

- 202 This course, building upon the foundations of previous nursing courses, instructs students in identifying and ameliorating those psycho-social and physical problems which commonly occur in individuals regardless of medical diagnosis. Such problems as the effects of stress and disturbances in fluid balance, cellular oxygen supply, nutrition, and elimination are included. Prerequisite: NU 201. Wheeler. 5 sh. (Spring)

GROUP DYNAMICS I

- 261 Opportunities for adjusting to the professional nursing role are provided in this course through group exploration of the personal feelings and behaviors of students. Small group membership provides the occasion for examining the impact of personal behavior through group interaction and feedback. Barker. 1 sh. (Fall)

GROUP DYNAMICS II

- 262 A continuation of NU 261 (with emphasis upon sensitivity training and the sociological and psychological principles of T-Groups), this course examines the implications of group dynamics for the professional nursing role. Barker. 1 sh. (Spring)



### NURSING III

- 301 This course examines the pathophysiology, medical regimen, and psycho-social aspects of the prevalent health problems which affect mankind. Attention is paid to the processes of nursing assessment and nursing intervention. Concurrent clinical laboratory experience provides the learner with an opportunity to transfer theory to practice, to develop technical skills and problem-solving ability, and to evaluate the effectiveness of selected nursing practices. Prerequisites: NU 202, BI 231, BI 224. Kelleher and McQuaid. 9 sh. (Fall, Spring)

### NURSING IV

- 311 This course focuses on the nursing of families during child-bearing and child-rearing years. Promotion of health care and supervision is emphasized. Common problems and concerns of families are identified and nursing intervention is defined. Prerequisites: NU 202, PS 263, BI 231, BI 224. Downey and Recco. 12 sh. (Fall, Spring)

### NURSING V

- 401 A study of the several aspects of psychiatric nursing care and the principles of public health nursing. Supervised clinical experiences provide opportunities for interaction with mentally disturbed patients, for conferences, clinics, and practice in the care of psychiatric patients, and for participation in voluntary visiting nurse agencies and public health services. Prerequisites: PS 352, NU 301, NU 311. Shallop. 12sh. (Fall, Spring)

### NURSING VI

- 411 Emphasis is on the leadership role of the nurse. Considers aspects of interpersonal relations, teaching, supervision, and hospital organization which is relevant to supervising auxiliary personnel. Clinical practice as a team leader and weekly seminars in group dynamics are included. Prerequisites: NU 301, NU 311. DiPietro. 6sh. (Fall, Spring)

### INDEPENDENT STUDY IN NURSING

- 412 An introduction to basic research techniques and their application to a nursing project and a study of nursing trends, legal responsibilities, professional organizations, and career and graduate study opportunities in nursing. Independent readings, clinical experience, and identification and resolution of a nursing problem in an area of student interest. Prerequisites: NU 401 or NU 411. Barker. 4sh. (Fall, Spring)



## PHILOSOPHY

P. Christopher Smith, Chairman  
Department of Philosophy



The Department of Philosophy offers a minor area of study and a second major concentration for those students pursuing the Bachelor of Arts degree who may arrange such programs. A minor area of study consists of 18-24 semester hours of course work selected in consultation with the student's advisor or with the Chairman of the Philosophy Department. A second major concentration in philosophy consists of 30 semester hours of course work and must include at least one course from the history of philosophy sequence (250 courses) and one seminar at the 400 level. It is recommended that concentrators take one course at the basic level (200 courses) and at least two courses from each of the following sequences: history of philosophy (250 courses), fields of philosophy (300 courses), types of philosophy (350 courses), and advanced seminars (400 courses).

193

### DEPARTMENTAL COURSE OFFERINGS: PHILOSOPHY (Course Prefix PH)

#### INTRODUCTION TO PHILOSOPHY

- 201 A survey of the basic problems of philosophy and the alternative solutions as represented in the thought of the more significant western philosophers. 3 sh. (Fall, Spring)

#### INTRODUCTORY LOGIC

- 202 A course in beginning logic which is designed to familiarize the student with the structure of reasoning and argumentation and the laws of thought. The development of a logical system will be supplemented with the discussion of various philosophical questions concerning the nature and status of logic. Alexander. 3 sh. (Fall, Spring)



## ANCIENT PHILOSOPHY

- 251 A study of the development of Greek Philosophy. The texts discussed will be taken from the work of the pre-Socratics, Plato, Aristotle and Plotinus. Smith. 3 sh. (Fall)

## MEDIEVAL PHILOSOPHY

- 252 The course will be a study of selected Medieval thinkers concentrating on the following areas: a) the problem of man and his nature, b) the nature and existence of God and the relation of faith and reason, c) the problem of the structure of the world. Reference will be made to general medieval culture, especially art. Innis. 3 sh. (Spring)

## PHILOSOPHY OF THE ENLIGHTENMENT

- 254 An historical analysis of the major philosophers of the seventeenth and eighteenth century with an emphasis on selections from Hobbes, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant. Lyons. 3 sh. (Spring, 1972)

## PHILOSOPHY OF EDUCATION

- 301 The following matters will be considered in relationship to the processes and ends of education: the problem of self and social context, the structure of knowledge, and the structure of language and communication. Also offered as FE 301. 3 sh. (Fall, Spring)

## THEORY OF KNOWLEDGE

- 302 The course will be concerned with, among other things, a) the structure of knowing and the mental processes, b) the nature of thought and evidence, c) whether knowing is or can be "objective", d) the relations between language and thought. Innis. 3 sh. (Spring)

## THEORY OF MORALS

- 303 An introductory examination of moral obligation, moral values, and the methods which are used to justify such considerations. Lyons. 3 sh. (Fall)

## PHILOSOPHY OF HISTORY

- 304 The course will be concerned with a) the nature of man as an historical being, b) the historical character of his knowledge, c) the objective structures of the historical process itself. The authors discussed and read will include Vico, Marx, Simmel, Weber, Durkheim, Mead, Berger. Innis. 3 sh. (Spring)

## PHILOSOPHY OF RELIGION

- 305 The course will be concerned with both historical and systematic topics in philosophy of religion: a) the origin of the idea of God, b) the nature of religion and the types of religious experience, c) the nature of religious language, d) proofs for God's existence, e) God's relation to the world and history. Innis. 3 sh. (Fall)

## PHILOSOPHY OF LANGUAGE

- 307 The course will treat, from a philosophical perspective, such topics as a) the origin of language, b) the structure and function of language, c) the nature of symbols and language's relation to other symbols, d) the specific relations between language and thought and language and reality, e) the nature of meaning. The concern will be to construct a notion of language adequate to all its aspects. Innis. 3 sh. (Fall)

## RATIONALISM AND EMPIRICISM

- 308 Revolutionary and conservative tendencies in the history of political philosophy will be compared and their development traced.



Plato, Aristotle, Hobbes, Locke, Rousseau, Hegel, Marx, Lenin, and Burke will be considered. Also offered as GO 308. P. Smith. 3 sh. (Spring)

comparison to the philosophy of Aristotle. Prerequisite: PH 251--Ancient Philosophy. P. Smith. 3 sh. (Spring, 1971)

#### LAW AND MORALITY

- 309 A course dealing with various problems concerning the nature of law and its relation to morality. H.L.A. Hart's The Concept of Law will be discussed. Subsequent readings will depend on the interest of the students. Alexander. 3 sh. (Fall)

#### AMERICAN PHILOSOPHY

- 352 A historical analysis of the more significant American philosophers with an emphasis on the late nineteenth and early twentieth century developments as they relate to American culture. Lyons. 3 sh. (Spring, 1971)

#### EXISTENCE AND ANXIETY

- 353 A survey of existential philosophy and literature with reference to the traditional philosophy which existentialism calls into question. Kafka, Camus, Pascal, Buber, Kierkegaard, and Nietzsche will be discussed. P. Smith. 3 sh. (Fall, 1970)

#### GERMAN IDEALISM

- 354 The development of German Idealism will be traced and an attempt made to understand Hegel's thought as the logical outgrowth of the problems raised by Kant and Fichte. P. Smith. 3 sh. (Spring, 1972)

#### HEGEL

- 402 An explication of Hegel's Phenomenology of Mind. P. Smith. 3 sh. (Spring, 1971)

#### THE DIALOGUES OF THE LATER PLATO

- 404 A study of Plato's Theatetus, Sophist, Philebus, and Timaeus. The thought of the later Plato will be examined in contrast with his earlier position and in

#### SEMINAR ON JOHN DEWEY

- 405 An intensive examination of Dewey's major works with emphasis on Reconstruction in Philosophy, Liberalism and Social Action, Freedom and Culture, Theory of the Moral Life, How We Think, Experience and Education, and Experience and Nature. Lyons. 3 sh. (Fall, 1971)

#### NIETZSCHE'S ALSO SPRACH ZARATHUSTRA

- 451 Critical study and explication of Also Sprach Zarathustra. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as GM 451. P. Smith. 3 sh. (Fall, 1972)

#### GOETHE'S FAUST

- 452 A detailed study of Faust. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as GM 452. P. Smith. 3 sh. (By demand)

#### KAFKA

- 453 A careful study of Kafka's Der Prozess. Both secular and religious interpretations will be attempted. Open to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as GM 453. P. Smith. 3 sh. (By demand)

#### THE POETRY OF R.M. RILKE

- 454 Critical study and explication of selections taken from Rilke's poetry, prose, and letters. Open only to students who have completed GM 252 or to students with a reading and speaking knowledge of German. Also offered as GM 454. P. Smith. 3 sh. (By demand)



## SCIENCES

Ethel Kamien, Chairman  
Department of Biological and  
Physical Sciences



197

The Department of Biological and Physical Sciences offers a major concentration in biology leading to Bachelor of Arts and Bachelor of Science degrees and a minor area of study in biology for nursing students. The Department also offers a minor area of study and a second major concentration in the natural sciences for students who may arrange such programs, a minor area of study in chemistry for biology concentrators, and a second concentration in chemistry for biology concentrators pursuing the Bachelor of Science degree.

A major concentration in biology consists of 39-45 semester hours in an established sequence of courses. Minor areas of study in biology, chemistry, and the natural sciences consist of 18-24 semester hours of courses selected in accordance with Departmental guidelines. The minimum course requirements for second major concentrations in chemistry and the natural sciences are respectively 32 and 30 semester hours, exclusive of the science courses undertaken to satisfy the Uniform College Requirements. A second major



concentration in the natural sciences consists of a year course in each of the science fields (biology, chemistry, physics, and earth sciences) plus four additional semester courses in one of the four fields. One of the year courses will count toward the Uniform College Requirements rather than the natural science concentration.

Students who intend to concentrate in biology and to teach in the secondary schools should undertake the Bachelor of Science degree program with a minor area of study in Science Education. Admission to the professional program in Science Education is by petition only. For further information concerning this program, consult the "Academic Policies Concerning Teacher-Preparation Programs" and the "Curriculum Requirements for Secondary Education Programs" which appear under the catalogue section for Education.

Students concentrating in biology are advised to follow the recommended courses of study on the following pages or to work out acceptable alternative programs with their faculty advisors or with the Chairman of the Department. Students transferring to the College and who wish to concentrate in biology must make individual arrangements with the Chairman of the Department of Biological and Physical Sciences regarding satisfaction of underclass requirements.

#### MEDICAL TECHNOLOGY CURRICULUM

Joseph Farina, Director

Also under the jurisdiction of the Department of Biological and Physical Sciences is the professional program in Medical Technology. Students pursuing this program are required to undertake a specialization in medical technology (consisting of 26 hours of biology and 28 hours of medical technology) and a minor area of study in chemistry of 24 semester hours. Admission to baccalaureate study does not guarantee admission to the year of clinical training in an approved hospital school of medical technology. As a prerequisite for application to the year of clinical training, a student must have completed with a grade-point average of 2.0 or better the prescribed courses in biology and chemistry and must have achieved by the end of his junior year a cumulative grade-point average of not less than 2.0.



Formal application for admission to the program in Medical Technology must be made by the student in a letter of application to Dr. Joseph Farina, the Director of Medical Technology, prior to the end of the junior year. Such application should set forth the student's reasons for seeking admission to the program, should include a summary of his clinical experiences, and should specify any other pertinent information which may be useful in evaluating his motivation and commitment to the medical technology profession.

Transfer students should declare their intention of applying for the professional program in Medical Technology at the time of their application to the College and should file a letter of intent with the Director of Medical Technology in accordance with the above directions and prior to the end of the academic year preceding their admission to the College.

After completion of all prerequisite courses and after approval of his formal application, the student will be granted permission to begin his internship in an approved hospital school of medical technology, such internship beginning during the June following his junior year and continuing through the following May. During this internship, the student will receive both theoretical and practical laboratory training in such areas as hematology, histology, parasitology, microbiology, clinical chemistry, and blood bank. Theoretical and practical laboratory training will consist of four ninety minute lectures per week with a formal laboratory program.

199

Grades for the clinical internship will be submitted by the affiliated hospital staff to the College in January and in June. Members of the Biological and Physical Sciences Department will consult with the hospital school instructors periodically concerning the progress of each student throughout his internship.

Students who in their junior year decide not to undertake the year of clinical internship will find it possible to transfer to non-teaching biology programs without extension of their normal four-year period of study.

RECOMMENDED COURSE OF STUDY FOR BIOLOGY CONCENTRATORS  
WITH A MINOR IN SCIENCE EDUCATION (BACHELOR OF SCIENCE)

Uniform College Requirements	41
Biology Concentration	41
Chemistry	16-24
Science Education	21-24
Unrestricted Electives	<u>0- 6</u>
	122-127

Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	8
CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
Area III (MA 107--Introduction to Calculus or MA 201--Calculus I; MA 202--Calculus II)	6
Area I (PS 262--Psychology of Adolescence or PS 263--Developmental Psychology)	3
PE 001-002--Physical Education	<u>0</u>
	31

Sophomore Year

BI 233--Developmental Biology	4
BI 234--Cell Biology	4
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2
PY 201-202--Principles of Physics	8
Area II (History Electives)	<u>6</u>
	30

## Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	3
BI 301-302--Biology Practicum	2
FE 301--Philosophy of Education or Humanistic Foundations of Education Elective	3
FE 322--Psychology of Learning or FE 324--Social Psychology of Learning	3
FE 326--Sociology of Education or FE 327--Sociology of the Urban School Community	3
Area I (Government Requirement Elective)	3
Chemistry Minor Courses* or Electives+	<u>6-8</u>
	31-33

\*Students wishing to develop a minor area of study in chemistry may elect one or two of the odd numbered courses of the two following sequences or they may elect both courses of one of the two sequences. CH 321--Biochemistry is especially recommended for prospective biology teachers:

CH 321--Biochemistry and  
CH 323--Analytical Chemistry

CH 361--Physical Chemistry I with  
CH 367--Physical Chemistry Laboratory I and  
CH 362--Physical Chemistry II with  
CH 368--Physical Chemistry Laboratory II

+Students who do not elect chemistry courses are advised to complete during their junior year at least 6 semester hours of the remaining courses which are required by the Additional General Education Requirements.

## Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
SE 381--Curriculum and Teaching of Biology in the Sec. Sch.	4
SE 481--Apprentice Teaching of Biology in the Secondary Sch.	8
General Education Courses or Electives#	3-6
Literature Elective	<u>3</u>
	30-33

#FE 311--Measurement and Evaluation is recommended.

## RECOMMENDED COURSE OF STUDY FOR BIOLOGY CONCENTRATORS WITH A MINOR OR SECOND CONCENTRATION IN CHEMISTRY (BACHELOR OF SCIENCE)

202

	Chemistry Minor Option	Chemistry Concentration Option
Uniform College Requirements	41	41
Biology Concentration	39-41	39-41
Chemistry	24	32
Unrestricted Electives	<u>15-18</u>	<u>9-12</u>
	121-122	123-124

## Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	8
CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
Area III (MA 107--Introduction to Calculus or MA 201--Calculus I; MA 202--Calculus II)	6
Area I (Behavioral, Health, or Social Science Elective)	3
PE 001-002--Physical Education	<u>0</u>
	31



## Sophomore Year

BI 233--Developmental Biology	4
BI 234--Cell Biology	4
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2
PY 201-202--Principles of Physics	8
Area II (History Electives)	<u>6</u>
	30

## Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	3
BI 301-302--Biology Practicum	0-2
Chemistry*	8
Literature Elective	3
General Education Electives	6
Unrestricted Elective	<u>0-3</u>
	30-31

203

## Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
Chemistry* or Unrestricted Electives	6-8
Area I (Government Requirement Elective)	3
Unrestricted Electives	<u>9</u>
	30-32

\*Students wishing to develop a minor area of study in chemistry may elect one or two of the odd numbered courses of the two following sequences or they may elect both courses of one of the two sequences. Students selecting a second concentration in chemistry select one of the two sequences in the junior year and the second in the senior year.

CH 321--Biochemistry and CH 323--Analytical Chemistry  
 CH 361--Physical Chemistry I with CH 367--Physical Chem. Lab. I  
 and CH 362--Phys. Chem. II with CH 368--Phys. Chem. Lab. II.

RECOMMENDED COURSE OF STUDY FOR BIOLOGY CONCENTRATORS  
WITH AN ELECTIVE NON-SCIENCE MINOR (BACHELOR OF ARTS)

Uniform College Requirements	41
Biology Concentration	39-41
Chemistry	16
Minor Electives	<u>18-24</u>
	120

Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	8
CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
Area III (MA 107--Introduction to Calculus or MA 201--Calculus I; MA 202--Calculus II)	6
Area I (Behavioral, Health, or Social Science Elective)	3
PE 001-002--Physical Education	<u>0</u>
	31

Sophomore Year

BI 233--Developmental Biology	4
BI 234--Cell Biology	4
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2
PY 201-202--Principles of Physics	8
Foreign Language Elective* or Minor Area of Study Electives	<u>6</u>
	30

\*Cf. language requirement for the Bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses as noted.

## Junior Year

BI 311--Principles of Ecology	4
BI 321--General Physiology	4
BI 332--Genetics	3
BI 301-302--Biology Practicum	0-2
Foreign Language Electives* or General Education Electives	6
Minor Area of Study Electives	9
Literature Elective	<u>3</u>
	29-31

\*Cf. language requirement for the Bachelor of Arts. Students meeting the language requirement in whole or in part through means other than formal course work may elect courses as noted.

## Senior Year

BI 409--History of Biology	2
BI 419--Principles of Evolution	2
BI 422--Plant Physiology	4
BI 432--General Microbiology	4
Area II (History Electives+)	6
Area I (Government Requirement Elective)	3
Minor Area of Study Electives	<u>9</u>
	30

205

+A student selecting history as a minor area of study must select those art, English, music, or philosophy courses which are listed under Area II.

RECOMMENDED COURSE OF STUDY FOR MEDICAL TECHNOLOGY  
SPECIALIZATION (BACHELOR OF SCIENCE)

Uniform College Requirements	41
Specialization in Medical Technology	
Biology	26
Clinical Internship	28
Chemistry Minor	24
Elective	<u>3</u>
	122

Freshman Year

EN 101--English Composition	3
Literature Elective	3
BI 105-106--Principles of Biology	8
CH 121-122--Principles of Chemistry	6
CH 127-128--Principles of Chemistry Laboratory	2
Area III (MA 107-Introduction to Calculus or MA 201--Calculus; MA 202--Calculus II)	6
Area I (Behavioral, Health, or Social Science Elective)	3
PE 001-002--Physical Education	<u>0</u>
	31

Sophomore Year

BI 228--Histology	4
BI 231--Clinical Microbiology	3
CH 201-202--Organic Chemistry	6
CH 207-208--Organic Chemistry Laboratory	2
PY 201-202--Principles of Physics	8
Area II (History Electives)	<u>6</u>
	29



## Junior Year

BI 226--Comparative Vertebrate Anatomy	4
BI 321--General and Comparative Physiology	4
BI 332--Genetics	3
CH 321--Biochemistry	4
CH 323--Analytical Chemistry or	
CH 361--Physical Chemistry I with	
CH 367--Physical Chemistry Laboratory I	4
Literature Elective	3
General Education Electives	6
Unrestricted Elective	3
	<u>31</u>

## Senior Year

MT 401-402--Clinical Internship	28
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DEPARTMENTAL COURSE OFFERINGS:  
BIOLOGICAL AND PHYSICAL SCIENCES

I BIOLOGY (Course Prefix BI)

GENERAL BIOLOGY I

- 101 Biological concepts with emphasis on those broad theories which have contributed to the development of biology as a science. Laboratory investigation is an integral part of the course. Biology Staff. 3sh. (Fall)

GENERAL BIOLOGY II

- 102 Continuation of BI 101, with application of the principles to such fields as physiology, development, and evolution. Laboratory investigation is an integral part of the course. Biology Staff. 3sh. (Spring)

PRINCIPLES OF BIOLOGY I

- 105 Fundamental principles of biology which emphasize the unity and diversity of living organisms. The laboratory acquaints the student with the practical methods that constitute the experimental basis of biology. Protopapas. 4sh. (Fall)

PRINCIPLES OF BIOLOGY II

- 106 Continuation of an inquiry into the fundamental principles of biological relationships of living organisms; their structure, function, growth, differentiation, reproduction and relation to their environment. Prerequisite: BI 105. Protopapas. 4sh. (Spring)

BIOLOGY OF THE INVERTEBRATES

- 201 A comparative study of selected invertebrate groups in terms of basic structure and function. Prerequisite: BI 102 or 106. Shepherd. 4sh. (Fall, 1971)

ECOLOGY AND THE ENVIRONMENT

- 211 A study of local environmental areas with emphasis on the types and interdependencies of the constituent organisms, including man. Field trips, directed reading and group discussions are an integral part of the course. Prerequisite: BI 102. Lyon. 3sh. (Fall, 1970)

ELEMENTS OF EVOLUTION

- 214 An introduction to the evidences and processes of evolution. Lee. 3sh. (Spring, 1971)

AQUATIC BIOLOGY

- 215 An introduction to the physical and biological factors in an aquatic environment. Emphasis is on the flora and fauna of New England. Hinckley. 3sh. (Fall, 1971)

PHYSIOLOGIC INSTRUMENTATION

- 222 A course designed to present a broad spectrum of mammalian physiology as well as basic and applied electronics. Fundamental principles will be discussed as a basis for understanding the interrelationship of the various systems in man. For students in the biological and physical sciences. Farina. 3sh. (Spring, 1972)

ANATOMY AND PHYSIOLOGY I

- 223 A study of the human organism, relating structure and function. Among the topics treated are cytology, histology, circulation, respiration, digestion, metabolism, and excretion. Prerequisite: BI 102. Farina, Shepherd. 3sh. (Fall)

ANATOMY AND PHYSIOLOGY II

- 224 Continuation of BI 223. This portion of the course includes a study of the skeletal, muscular, nervous, endocrine and reproductive systems of man. Prerequisite: BI 223. Farina, Shepherd. 3sh. (Spring)

## COMPARATIVE VERTEBRATE ANATOMY

- 226 A study of the basic similarities and differences of organ systems in the vertebrates, with reference to the fields of embryology, histology, and paleontology. Representative vertebrates are studied in the laboratory. Prerequisites: BI 102 or 106. Shepherd. 4sh. (Spring, 1972)

## HISTOLOGY

- 228 An introduction to the microscopic structure of animal tissue with emphasis upon human histology. Laboratory investigation is an integral part of the course. Shepherd. 4sh. (Spring, 1972)

## CLINICAL MICROBIOLOGY

- 231 The isolation, cultivation, and identification of micro-organisms of medical importance to man. Prerequisite: BI 102. Lam. 3sh. (Fall)

## DEVELOPMENTAL BIOLOGY

- 233 Embryology is presented as a single science, integrating morphological and experimental physiological approaches for an understanding of the ontogenetic development of organisms. An introduction to the molecular biology of development is also presented. Prerequisite: BI 106. Protopapas. 4sh. (Fall)

## CELL BIOLOGY

- 234 A study of the structure and function of living matter at the cellular level of organization. Both biological statics and dynamics are considered with an emphasis on the control systems involved with chemical energy transformation, membrane phenomena, and protein synthesis. Prerequisites: BI 106 and concurrent enrollment in CH 202 and PY 202. Osmolski. 4sh. (Spring)

## LABORATORY PRACTICUM

- 301 Through observation, preparation of material, and presentation of demonstrations in BI 101 laboratories, the student becomes familiar with the materials and teaching-learning situations in the biological sciences. Hinckley and Biology Staff. 1sh. (Fall)

## LABORATORY PRACTICUM

- 302 A continuation of BI 301, with the students assigned to the BI 102 laboratories. Hinckley and Biology Staff. 1sh. (Spring)

## PRINCIPLES OF ECOLOGY

- 311 A study of the interrelationships of organisms with their environment accompanied by field work, independent projects, and discussions of current activities in ecology and conservation. Prerequisite: BI 106. Lyon. 4sh. (Fall)

## GENERAL AND COMPARATIVE PHYSIOLOGY

- 321 A course which seeks to investigate, describe and systematize a variety of basic mechanisms of the animal and plant kingdoms and to establish the general principles of functional mechanisms that underlie the life processes of all organisms. Prerequisites: CH 202 and PY 202. Farina. 4sh. (Fall)

## GENETICS

- 332 A study of genetic principles and transmission of hereditary traits. Laboratory investigation and demonstrations are an integral part of the course. Prerequisite: CH 202. Osmolski. 3sh. (Spring)

## HISTORY OF BIOLOGY

- 409 Selected topics in biology will be treated in depth through directed readings, discussions, and student reports. Prerequisite: Senior Science Status. Protopapas. 2sh. (Fall)



## HUMAN ECOLOGY

- 412 A course to reveal the role of conservation in our lives and to examine the pressing need for a greater awareness of our dependence on nature for daily needs as well as relaxation. Directed readings and discussions will constitute a major portion of the course. Prerequisite: BI 211 or 311. Lyon. 3sh. (Spring)

## PRINCIPLES OF EVOLUTION

- 419 A study of the concepts and mechanisms of evolution. Lee. 2sh. (Fall)

## PLANT PHYSIOLOGY

- 422 A critical study of the physiological processes which occur in living plants, with emphasis on the angiosperms. Topics emphasized are growth and development, water relations, mineral nutrition, respiration, photosynthesis, and nitrogen metabolism. Prerequisite: CH 202. Kamien. 4sh. (Spring)

## GENERAL MICROBIOLOGY

- 432 The morphology, development, and physiology of bacteria and other microorganisms. Emphasis is on such fundamental techniques as isolation, cultivation, and observation. Prerequisite: CH 202. Lam. 4sh. (Spring)

## II PHYSICAL SCIENCES (Course Prefix PY)

## PHYSICAL SCIENCE I

- 101 This is a conceptually rather than a mathematically oriented course with topics selected from physics (including motion, force, light and color, sound, electricity, nuclei and particles). Laboratory experiences are an integral part of the course. Physical Sciences Staff. 3sh. (Fall, Spring)

## PHYSICAL SCIENCE II

- 102 A survey which seeks to investigate and interpret chemistry. Students pursuing major or minor programs in science may not elect this course. Laboratory experience is an integral part of the course. Chemistry Staff. 3sh. (Fall, Spring)

## GENERAL PHYSICS I

- 103 The first semester of a year course in physics for which high school mathematics will provide sufficient background. Topics included are force and motion, gravitation, momentum and energy conservation, and heat. This course does not satisfy the physics requirement for those students concentrating in biology or specializing in medical technology. Carr. 3sh. (Fall)

## GENERAL HPYSICS II

- 104 A continuation of PY 103. Topics included are: electricity, magnetism, atoms, spectra, nuclei, and elementary particles. Prerequisite: PY 103. Carr. 3sh. (Spring)

## PRINCIPLES OF PHYSICS I

- 201 Includes motion in one and two dimensions, Newton's laws, laws of conservation of momentum, energy and angular momentum. Simple harmonic motion and simple differential equations of mechanics, calorimetry and heat transfer, thermodynamics and simple applications. Physical Sciences Staff. 4sh. (Fall)

## PRINCIPLES OF PHYSICS II

- 202 Topics in electricity and magnetism, Gauss's law, Ampere's law and magnetic field, Faraday's law and the displacement current, electromagnetic waves and physical optics, interference and wave motion, introduction to wave mechanics and quantum phenomena. Nuclear properties and elementary particles. Physical Sciences Staff. 4sh. (Spring)



## EARTH SCIENCES

- 212 Topics are selected from astronomy, geology, meteorology, oceanography, and space sciences, including current space probes and exploration. Prerequisite: PY 101 or equivalent. Credit may not be earned in both PY 212 and PY 213, nor in both PY 212 and PY 216. Carr, Eby, and O'Brien. 3sh. (Spring)

## GEOLOGY

- 213 This is an introduction to physical and historical geology, including such topics as weathering, surface and subsurface water, glaciation, rocks and minerals, volcanos, earthquakes, and orogeny. Credit may not be earned in both PY 212 and PY 213. Eby, O'Brien. 3sh. (Fall, Spring)

## ASTRONOMY

- 216 This is a study of the solar system and of stellar processes, structures, and life cycles. Special attention is given to theories of origins. Prerequisite: PY 101 or equivalent. Credit may not be earned in both PY 212 and PY 216. O'Brien. 3sh. (Spring)

## III CHEMISTRY (Course Prefix CH)

### GENERAL CHEMISTRY I

- 111 A survey of the principles of inorganic chemistry. The structure of matter, the quantitative aspects of chemical reactions, and solution chemistry, including acid-base theory and equilibrium. Chemistry Staff. 3sh. (Fall)

### GENERAL CHEMISTRY II

- 112 A survey of the basic principles of organic chemistry and biochemistry, with carbohydrate metabolism treated in detail. Prerequisite: CH 111 or permission of instructor. Students planning to concentrate in the sciences or to specialize in medical technology should take CH 122. Chemistry Staff. 3sh. (Spring)

## PRINCIPLES OF CHEMISTRY I

- 121 Presentation of chemistry as a quantitative experimental science, developing basic chemical concepts and their mathematical relationships. Corequisite: CH 127. Chemistry Staff. 3sh. (Fall)

## PRINCIPLES OF CHEMISTRY II

- 122 A continuation of CH 121. Prerequisite: CH 121, or CH 111 with permission of instructor. Corequisite: CH 128. Chemistry Staff. 3sh. (Spring)

## PRINCIPLES OF CHEMISTRY LABORATORY I

- 127 The basic laboratory skills of quantitative analysis. Corequisite: CH 121. Chemistry Staff. 1sh. (Fall)

## PRINCIPLES OF CHEMISTRY LABORATORY II

- 128 Systematic qualitative analysis of inorganic compounds with emphasis on the theory of equilibrium and semi-micro laboratory technique, and a continuation of quantitative techniques. Prerequisite: CH 127. Corequisite: CH 122. Chemistry Staff. 1sh. (Spring)

## ORGANIC CHEMISTRY I

- 201 The basic principles and reactions which characterize the behavior of carbon compounds, with emphasis on broad aspects of theory by which the facts of organic chemistry can be deduced. Prerequisite: CH 122. Corequisite: CH 207. Tanner. 3sh. (Fall)

## ORGANIC CHEMISTRY II

- 202 A continuation of CH 201. Prerequisite: CH 201. Corequisite: CH 208. Tanner. 3sh. (Spring)

## ORGANIC CHEMISTRY LABORATORY I

- 207 Techniques, skills, and heuristic approaches involved in the synthesis, purification, and identification of organic compounds. Prerequisite: CH 122. Corequisite: CH 201. Tanner 1 sh. (Fall)

## ORGANIC CHEMISTRY LABORATORY II

- 208 A continuation of CH 207. Prerequisite: CH 207. Corequisite: CH 202. Tanner. 1sh. (Spring)

## NUTRITION

- 211 The biochemistry of food--the chemical constitution of food stuffs and the metabolic processes which accompany digestion, absorption, and biosynthesis of the fundamental molecules of living tissue. Prerequisite: CH 112 or equivalent. Klee. 3sh. (Fall, 1971)

## ANALYTICAL CHEMISTRY

- 223 The theories and application of classical and instrumental methods of analysis. Prerequisites: PY 202, MA 201, CH 122, CH 128. Two lectures and six hours of laboratory per week. Hilton and Rennert. 4sh. (Fall, 1971)

## BIOCHEMISTRY

- 324 The chemical constitution, function, and interrelationship of the molecules of living organisms will be considered with emphasis on the principles of molecular biology. Prerequisite: CH 202. Klee. 4sh. (Spring, 1971)

## LABORATORY PRACTICUM

- 331 Assisting in the design, implementation, and instruction in the chemistry laboratories. With permission of the instructor. Chemistry Staff. 1 sh. (Fall)

## LABORATORY PRACTICUM

- 332 A continuation of CH 331 with permission of the instructor. Chemistry Staff. 1sh. (Spring)

## PHYSICAL CHEMISTRY I

- 361 A study of the laws governing physical and chemical changes. Included are ther-

modynamics, thermochemistry, properties of solutions, chemical and phase change equilibria and kinetics. Prerequisites: PY 202, MA 202, CH 122, CH 128. Corequisite: CH 367. Rennert. 3sh. (Fall, 1970)

## PHYSICAL CHEMISTRY II

- 362 A continuation of CH 361. Electrochemistry, quantum theory, molecular structure, spectroscopy and surface chemistry. Prerequisite: CH 361, CH 367. Corequisite: CH 368. Rennert. 3sh.

## PHYSICAL CHEMISTRY LABORATORY I

- 367 Experiments illustrating the principles discussed in CH 361. Prerequisites: PY 202, MA 202, CH 122, CH 128. Corequisite: CH 361. Rennert. 1sh. (Fall, 1970)

## PHYSICAL CHEMISTRY LABORATORY II

- 368 A continuation of CH 367, illustrating the principles in CH 362. Prerequisite: CH 361, CH 367. Corequisite: CH 362. Rennert. 1sh.

## IV MEDICAL TECHNOLOGY

(Course Prefix MT)

## CLINICAL INTERNSHIP

- 401 Lecture and laboratory work under the supervision of qualified laboratory staff of an accredited hospital school of medical technology in microbiology, blood bank and serology, hematology, mycology, parasitology, histology, and clinical microscopy. Six hours of lecture per week with formal laboratory program. 14sh. (June to November)

## CLINICAL INTERNSHIP

- 402 A continuation of MT 401. 14sh. (December to May)



# PHYSICS LABORATORY

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224

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# INDEX

- A Academic Calendar. See Calendar.
- Academic Policies . . . . . 37-43
- Academic Policies Concerning Teacher  
Preparation Programs . . . . . 93-97
- Academic Programs. See Credit Load.
- Academic Standing . . . . . 37-38, 69, 95-97
- Academic Standards Committee . . . . . 42
- Academic Status of the College . . . . . 14
- Acceptance Fee. See Fees.
- Accreditation of the College. See Academic  
Status of the College.
- Acceptance Fee. See Fees.
- Activities Fee. See Fees.
- Additional General Education Requirement . . . . . 75  
See also General Education Requirements
- Administration. See Officers of the College.
- Admissions . . . . . 19-23  
Application Procedures . . . . . 19-20  
Required Entrance Examinations . . . . . 21  
Secondary School Preparation . . . . . 20  
Transfer and Advanced Placement . . . . . 21-23, 108, 126, 136,  
150, 170, 198
- Advanced Placement Policies. See Admissions.
- Advisor. See Faculty Advisors.
- Application Fee. See Fees.
- Application Procedures. See Admissions.
- Applied Music . . . . . 177-179, 183
- Apprentice Teaching . . . . . 96-97, 101, 103, 104-105, 109,  
123, 128, 138, 153, 176  
See also Teacher Preparation Programs
- Area of Concentration . . . . . 66  
See also Concentration (Degree Majors) and  
Concentration (Second Majors).
- Area Distribution Requirements. See General  
Education Requirements.



	Area of Minor Study . . . . .	67
	See also Minor Area of Study	
	Area of Specialization . . . . .	66
	See also Specialization (Degree Majors)	
	Art . . . . .	85-87
	See also Concentration (Second Majors) and Minor Area of Study	
	Art History . . . . .	85-86
	Astronomy . . . . .	211
	Athletic Fee. See Fees.	
	Athletic and Recreational Organizations . . . . .	61-62
	Attendance Regulations . . . . .	45
B	Bachelor of Arts . . . . .	67, 75-77
	Bachelor of Music . . . . .	69, 79
	Bachelor of Music-Education . . . . .	68, 80-81
	Bachelor of Science . . . . .	67-68, 77-78
	Behavior . . . . .	45
	Behavioral Sciences . . . . .	89-92
	See also Minor Area of Study.	
	Behavioral and Social Sciences Distribution Requirement.	
	See General Education Requirements.	
	Biology . . . . .	68, 71, 78, 197-210
	See also Concentration (Degree Majors), Minor Area of Study.	
	Board and Room. See Fees.	
	Books. See Fees.	
	Bookstore . . . . .	57
	Buildings and Facilities . . . . .	14-17
C	Cafeteria . . . . .	26
	Calendar . . . . .	6-9
	Campus . . . . .	15
	Change of Program of Studies . . . . .	38, 39, 76, 78, 79, 80
	Chemistry . . . . .	68, 71, 78, 197-207, 211-212
	See also Concentration (Second Majors) and Minor Area of Study.	
	Circulation Regulations. See Library Services.	
	Classics . . . . .	135, 142-144
	See also Minor Area of Study, Latin, Greek.	



College Boards. See Admissions.	
College Honors. See Honors.	
College Work Study Program. See Federal Assistance Programs.	
Committees. See Committee for Teacher-Preparation, Academic Standards Committee, Student Library Committee.	
Committee for Teacher-Preparation . . . . .	93
Commonwealth Government Requirement . . . . .	70
Composition Requirement. See English Composition Requirement.	
Concentration (Degree Majors) . . . . .	66
Biology . . . . .	68, 71, 78, 197-120
Elementary Education . . . . .	67, 76, 107-122
English . . . . .	67, 76, 125-128
French . . . . .	67, 76, 135-138
History . . . . .	67, 76, 149-153
Concentration (Second Majors) . . . . .	66
Art . . . . .	67, 76, 85, 109-111
Chemistry . . . . .	68, 78, 197
English . . . . .	67, 76, 111-112, 125
French . . . . .	67, 76, 113-114, 135
History . . . . .	67, 76, 114-115, 149
Mathematics . . . . .	67, 76, 116-117, 165
Natural Science . . . . .	197-198
Philosophy . . . . .	67, 76, 117-119, 193
Psychology . . . . .	67, 76, 89, 119-120
Sociology . . . . .	67, 76, 89, 121-122
Counseling and Health Services . . . . .	55-56
See also Faculty Advisors.	
Course Deficiencies . . . . .	37-38, 42
Course Descriptions. See Course Offerings.	
Course Numbering System . . . . .	83
Course Offerings	
Art . . . . .	85-87
Behavioral Sciences . . . . .	90-92
Education . . . . .	97-98, 101, 104-105, 123
English . . . . .	129-133
Foreign Languages . . . . .	139-144

	Health and Physical Education . . . . .	147
	History . . . . .	154-162
	Mathematics . . . . .	166-167
	Music . . . . .	180-185
	Nursing . . . . .	190-191
	Philosophy . . . . .	193-195
	Sciences . . . . .	208-212
	Course Prefixes . . . . .	82
	Course Refunds. See Refunds.	
	Course Withdrawal . . . . .	40
	Credit Load . . . . .	41
	Curriculum Requirements for Elementary Education . . . . .	107-109
	Curriculum Requirements for Music Education . . . . .	100
	Curriculum Requirements for Secondary Education . . . . .	102-103
	Cumulative Grade Point Requirements . . . . .	38, 69, 95
D	Dean's List . . . . .	43
	Deferred Payment Plans . . . . .	33-34
	Deficiencies. See Course Deficiencies.	
	Degree Requirements. See Requirements for Degrees.	
	Departmental Course Offerings. See Course Offerings.	
	Dormitory Deposit. See Fees.	
	Dormitory Expenses. See Fees.	
	Dormitory Regulations . . . . .	51-53
	Drama and Music Organizations . . . . .	60
E	Earth Sciences . . . . .	210-211
	Economics . . . . .	160-161
	Education . . . . .	93-123
	See also Elective Courses in Education, Elementary	
	Education, English Education, Foreign Language	
	Education, Foundations of Education, History	
	Education, Science Education, Music Education.	
	Educational Opportunity Grants. See Federal	
	Assistance Program.	
	Elective Courses in Education . . . . .	97
	Elementary Education . . . . .	107-123
	See also Concentration (Degree Majors ),	
	Concentration (Second Majors).	

English . . . . .	125-133
See also Concentration (Degree Majors),	
Concentration (Second Majors), Minor Area of Study.	
English Composition Requirement . . . . .	70
English Education . . . . .	93-97, 102-103, 125, 126-128
Entrance Examinations. See Admissions.	
Examination Regulations . . . . .	10
Examination Schedule . . . . .	11
Expenses. See Fees.	
F Facilities of the College . . . . .	14-17
Faculty of the College . . . . .	216-227
Faculty Advisors . . . . .	38
Faculty Committees. See Teacher Preparation	
Committee, Academic Standards Committee.	
Federal Assistance Programs . . . . .	28-33
Fees. . . . .	25
Filing Programs of Study . . . . .	39
Financial Aid . . . . .	27-34
See also Federal Assistance Programs,	
State Guaranteed Loan Programs.	
Financial Aid Officer. . . . .	28
Food Services. See Cafeteria.	
Foreign Language Education . . . . .	93-97, 102-103, 136, 137-138
Foreign Language Requirement for B.A. degree . . . . .	77
Foreign Languages. See French, German, Greek,	
Italian, Latin, Spanish.	
Foundations of Education . . . . .	97-98
French . . . . .	135-141
See also Concentration (Degree Majors),	
Concentration (Second Majors), Foreign Language	
Education, Minor Area of Study.	
G General College Information . . . . .	12-17
General Curriculum Requirements. See Uniform	
College Requirements.	
General Degree Requirements . . . . .	69
General Education Requirements . . . . .	71-75
See also Uniform College Requirements.	
Geography . . . . .	161

	Geology. See Earth Sciences.	
	German . . . . .	141
	See also Minor Area of Study.	
	Government . . . . .	161-163
	See also Minor Area of Study.	
	Government Requirement. See Commonwealth Government Requirement.	
	Grade Point Requirements. See Cumulative Grade Point Requirements.	
	Grading System . . . . .	37-38
	Graduation Requirements. See General Degree Requirements.	
	Greek . . . . .	135, 142-143
	See also Minor Area of Study, Classics.	
H	Health . . . . .	145, 147
	Health Services . . . . .	55-56
	Hillel Society. See Religious Organizations.	
	History . . . . .	149-160
	See also Classics, Concentration (Degree Majors), Concentration (Second Majors), Minor Area of Study.	
	History of the College . . . . .	12-13
	History Education . . . . .	93-97, 102-103, 149-153
	History Requirements. See Additional General Education Requirements.	
	Honors. . . . .	43
	Humanities Distribution Requirement. See General Education Requirements.	
I	Identification Cards . . . . .	46
	Incomplete . . . . .	37
	Insurance . . . . .	55
	Iona Fellowship. See Religious Organizations.	
	Italian . . . . .	142
L	Laboratory Breakage Fee. See Fees.	
	Laboratory Science Requirement. See General Education Requirements.	
	Language Requirements for Bachelor of Arts Degree . . . . .	77
	See also General Education Requirements.	



Late Registration Fee. See Fees.	
Latin . . . . .	135, 143
See also Minor Area of Study, Classics.	
Library Fees . . . . .	49
See also Fees.	
Library Fines. See Library Fees.	
Library Hours . . . . .	50
Library Regulations . . . . .	47-50
Library Services . . . . .	47-50
Literature Requirement. See Additional General Education Requirements.	
Loan Programs . . . . .	27-30, 33-34
See also Federal Assistance Programs, State Guaranteed Loan Programs.	
Location of the College . . . . .	13
M Mail. See Student Mail	
Major. See Concentration (Degree Majors), Concentration (Second Majors), Specialization.	
Make-up Work. See Incomplete	
Mathematics . . . . .	165-167
See also Concentration (Second Majors), Minor Area of Study.	
Matriculation . . . . .	41
Meals. See Cafeteria	
Medical Technology . . . . .	198-199, 206-207, 212
See also Specialization (Medical Technology).	
Minor Area of Study . . . . .	67, 68, 76, 78
Art . . . . .	85
Behavioral Sciences . . . . .	89
Biology . . . . .	197
Chemistry . . . . .	197
Classics . . . . .	135, 150
English . . . . .	125
French . . . . .	135
German . . . . .	135
Government . . . . .	149, 150
History . . . . .	149, 150
Mathematics . . . . .	165

Music History . . . . .	169
Natural Sciences . . . . .	197
Philosophy . . . . .	193
Psychology . . . . .	89
Sociology . . . . .	89
Spanish . . . . .	135
See also English Education, Foreign Language Education, History Education, Music Education, Science Education.	

Music . . . . .	169-185
See also Specialization, Bachelor of Music, Bachelor of Music Education.	
Music Education . . . . .	80-81, 93-97, 100-101, 174-176
Music Fee. See Fees.	
Music History . . . . .	177-179, 181, 183, 184
See also Minor Area of Study.	
Music Organizations. See Drama and Music Organizations.	
Music Participation Requirements . . . . .	170-173
Music Theory and Composition . . . . .	177-179, 180, 181, 183, 184, 185

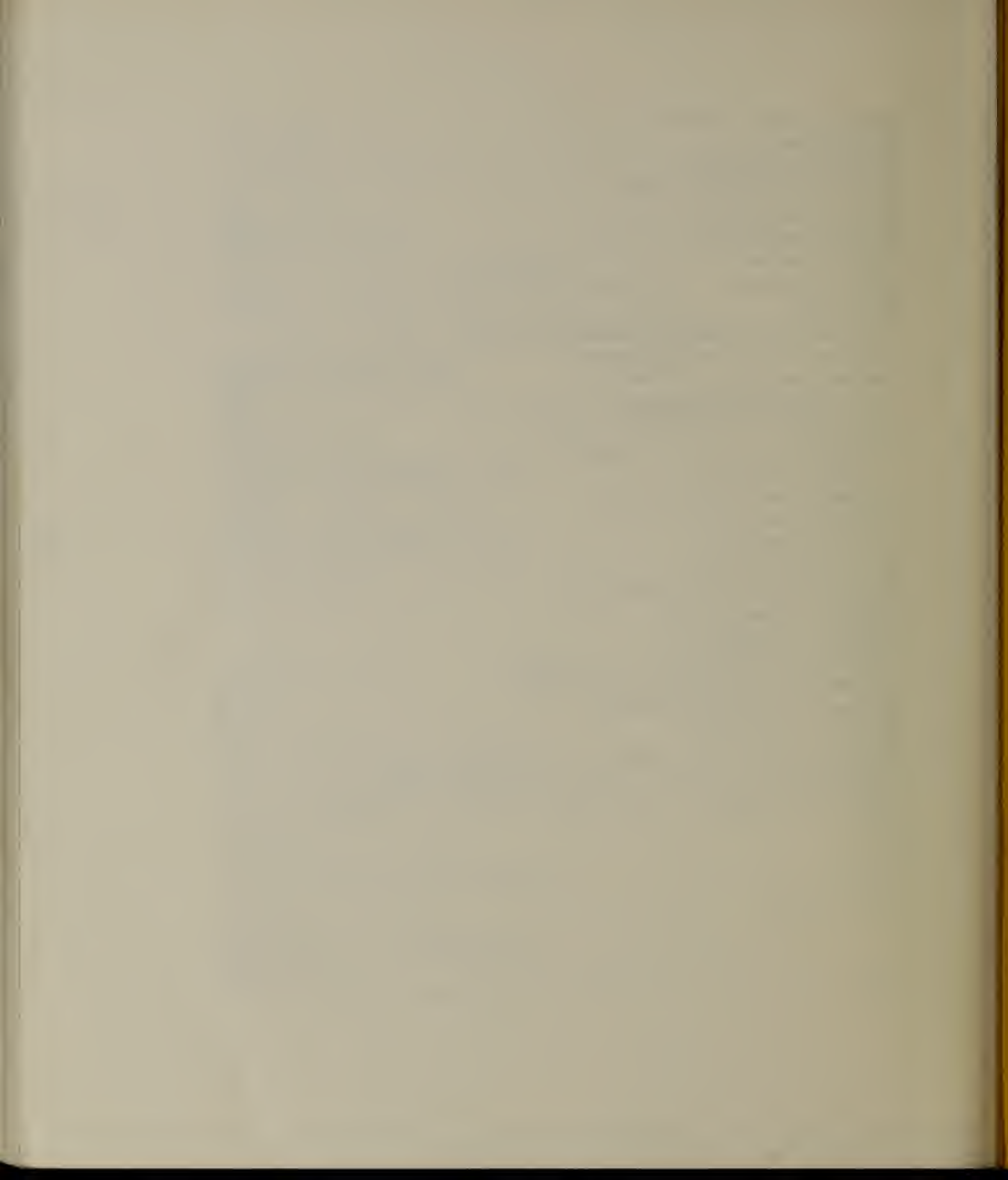
N	National Defense Student Loans. See Federal Assistance Programs.	
	Natural Sciences . . . . .	198, 208-212
	See also Concentration (Second Majors), and Minor Area of Study.	
	Newman Club. See Religious Organizations.	
	Normal Academic Program. See Credit Load.	
	Nursing . . . . .	187-191
	Nursing Student Loan Program. See Federal Assistance Programs.	
O	Organizations. See Student Organizations.	
P	Parking Regulations . . . . .	46
	Pass-Fail Courses . . . . .	39
	Phanar Club. See Religious Organizations.	
	Philosophy . . . . .	193-195
	See also Concentration (Second Majors), Minor Area of Study.	

Physical Activities Requirement . . . . .	70, 145
Physical Education . . . . .	145-147
See also Uniform College Requirements.	
Physical Science . . . . .	210-211
See also Concentration (Second Majors), Minor Area of Study.	
Physics . . . . .	210-211
Placement Services. See Student Placement Services.	
Policies for Make-up Work. See Incomplete and Repeated Course Work.	
Practice Teaching. See Apprentice Teaching.	
Probation. . . . .	42
Probationary Readmission Procedures . . . . .	42-43
Programs of Study. See Filing Programs of Study.	
Psychology . . . . .	89, 90-91
See also Concentration (Second Majors), Minor Area of Study.	
Publications. See Student Publications.	
Purpose of the College . . . . .	13
R Readmission Procedures. See Standard Readmission Procedures, Probationary Readmission Procedures.	
Recital Requirement. See Senior Recital Requirement.	
Recreational Organizations. See Athletic and Recreational Organizations	
Refunds. See Tuition Refund Schedule	
Registration Fee. See Fees.	
Religious Organizations . . . . .	63
Repeated Course Work . . . . .	40
Requirements for Degrees . . . . .	69
Bachelor of Arts . . . . .	75-77
Biology . . . . .	197, 204-205
Elementary Education . . . . .	107-122
English . . . . .	125-128
French . . . . .	135-138
History . . . . .	149-153
Bachelor of Music . . . . .	79, 177-179
Bachelor of Music-Education . . . . .	80-81, 174-176

	Bachelor of Science . . . . .	77-78
	Biology . . . . .	197, 200-203
	Medical Technology . . . . .	198-199, 206-207
	Nursing . . . . .	187-189
S	Scholarship Programs . . . . .	27
	Science Education . . . . .	93-97, 102-103, 198, 200-202
	Science Laboratory Fee. See Fees.	
	Secondary Education . . . . .	93-97, 102-105
	See also English Education, Foreign Language	
	Education, History Education, Science Education.	
	Secondary School Preparation. See Admissions.	
	Senior Recital Requirement . . . . .	173
	Service Organizations. See Special Interest Organizations.	
	Sociology . . . . .	89, 91-92
	See also Concentration (Second Majors),	
	Minor Area of Study.	
	Spanish . . . . .	135, 142
	See also Minor Area of Study	
	Special Interest Organizations . . . . .	62
	Special Students . . . . .	42
	Specialization . . . . .	66
	Medical Technology . . . . .	198-199, 206-207
	Music . . . . .	79, 169-170, 174-179
	Music Education . . . . .	80-81, 93-97, 100-101, 169, 174-176
	Nursing . . . . .	187-189
	Sports . . . . .	61-62
	Standard Readmission Procedures . . . . .	42
	State Guaranteed Loan Programs . . . . .	33-34
	Student Activity Fee. See Fees.	
	Student Activities . . . . .	59-62
	Student Aid . . . . .	27-34
	Deferred Payment Plans . . . . .	33-34
	Educational Opportunity Grants . . . . .	30-31
	Loans . . . . .	27-31, 33-34
	Work Study Programs . . . . .	31
	Student Behavior. See Behavior.	
	Student Council . . . . .	59
	Student Government Association . . . . .	59



	Student Library Committee . . . . .	48
	Student Mail . . . . .	57
	Student Organizations . . . . .	60-63
	Student Placement Services . . . . .	56
	Student Publications . . . . .	59
	Student Regulations . . . . .	45-53
	Student Services . . . . .	55-57
	Student Teaching. See Apprentice Teaching.	
	Studio Arts . . . . .	86-87
	Symbolics and Language Requirement. See General Education Requirements.	
T	Teacher Preparation Programs . . . . .	100, 102-103, 108-109
	Admission Requirements . . . . .	93-97
	Committee for Teacher Preparation . . . . .	93
	Elementary Education . . . . .	93-97, 107-122
	English Education . . . . .	93-97, 102-103, 125, 126-128
	Foreign Language Education . . . . .	93-97, 102-103, 136-138
	History Education . . . . .	93-97, 102-103, 149-153
	Music Education . . . . .	93-97, 100, 174-176
	Science Education . . . . .	93-97, 102-103, 198, 200-202
	Transfer Policy. See Admissions.	
	Trustees of the College . . . . .	214
	Tuition. See Fees.	
	Tuition Refund Schedule . . . . .	27
U	Undergraduate Programs of the College . . . . .	65-81
	Uniform College Requirements . . . . .	69-75
V	Veterans' Information . . . . .	35
W	Withdrawal from the College . . . . .	41
	Withdrawal from Courses. See Course Withdrawal.	
	Work Study Programs. See Federal Assistance Programs.	





Official Catalogue of Lowell State College  
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